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ABSTRACT

This report contains a review of the Asian Programme of Educational Innovation for Development (APEID), a cooperative program of 18 member states in Asia and Oceania. The review was conducted by the Sixth Regional Consultation Meeting, held at Bangalore, India, from April 22 to 30, 1979. The report is comprised of four parts. Part I contains a review of APEID including discussions of various aspects of the program. Trends and developments in education in the region is the topic dealt with in Part II. The most critical problem encountered by the countries in the region is how education can contribute to the eradication of mass poverty which has hampered the achievement of the goal of providing equal opportunity for social mobility to all the people. Part III presents the results of two group discussions. Group A discussed nonformal education and information development and dissemination. Group B looked at the progress, problems, and outcomes of attachment/internship programs and the scope, design, and plan for the implementation of selected joint innovative projects. APEID activities for 1980-1981 are treated in Part IV. The annexes include the agenda, the inaugural addresses, the list of participants, and the group members. (Author/RM)

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APEID

ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

Sixth Regional Consultation Meeting

on

the Asian Programme of Educational Innovation for Development

Bangalore, India, 22-30 April 1979

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Review and Developments

FINAL REPORT

SP 012 225

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA
BANGKOK, 1979

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The Asian Programme of Educational Innovation for Development (APEID), a co-operative programme of the Member States in Asia and Oceania, which is supported by Unesco, UNDP and the Member States, is reviewed periodically by high-ranking officials from the participating Member States who meet at the invitation of Unesco.

The Sixth Regional Consultation Meeting, held at Bangalore, India, from 22 to 30 April 1979, was convened to make a tripartite review of the first year of APEID's second cycle (1978-1981); to assess the effectiveness of certain newly introduced modes of operation; to study the emerging trends in non-formal education; and to examine the Programme in the context of the recommendations of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV), and of the new trends of development in the participating countries.

The conclusions of the Sixth Regional Consultation Meeting on the evaluation of APEID, its performance during 1978, the participation interest of the Member States in the activities scheduled for 1979 and 1980, and recommendations on the new emphases for the activities envisaged for the remaining period, and beyond 1981, are presented in this report.

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Inaugural Session of the Sixth Regional Consultation Meeting

OFFICERS OF THE SIXTH REGIONAL CONSULTATION MEETING

Chairman

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Mr. William Streat

Dr. Se Ho Shin

Mr. P.B. Ratnayake

Secretaries

Dr. A. Latif

Dr. M.C. Pant

His Excellency Mr. Govind Narain, Governor of Karnataka, delivering the Inaugural address. Seated are (from left to right) Mr. Narsinha Rao, Chief Secretary, Government of Karnataka, Mr. Raja Roy Singh, Director, Unesco Regional Office for Education in Asia and Oceania, Mr. P. Sabanayagam, Education Secretary, Government of India, and Dr. Roy D. Morey, Deputy Resident Representative, UNDP, Bangkok.

INTRODUCTION

Background

1. The Asian Programme of Educational Innovation for Development (APEID), a co-operative programme of 18 Member States in Asia and Oceania, provides for annual consultation on past and future activities by high-ranking officials and directors of selected Associated Centres from the participating Member States. The present Regional Consultation Meeting is the sixth in the series.

2. Convened at the invitation of Unesco, with the Government of India acting as the generous host, the Meeting was held at Bangalore (India) from 22 to 30 April 1979. It was attended by participants from 15 countries and observers from international and inter-governmental organizations. (The list of participants and observers is at Annex III). The Meeting reviewed the progress of the Asian Programme of Educational Innovation for Development since the inception of the second programming cycle in 1978. In consultation with UNDP, it was agreed that this review would also serve as a Tripartite Review of the UNDP assisted component of the Programme. The Meeting also held consultations on the Programme, particularly in relation to the activities planned for the biennium 1979-1980. (The agenda of the Meeting is at Annex I).

Inauguration

3. After the address of welcome by the Director, Unesco Regional Office for Education in Asia and Oceania, Bangkok, the Meeting was inaugurated by H.E. Mr. Govind Narain, Governor of Karnataka. The Governor observed that APEID is itself an effective organizational innovation which fills a long felt need for collaboration in promoting educational innovation for development of individuals and societies in Asia and Oceania, and stressed that it is necessary for an organizational system to be open, flexible and innovative to keep itself fully relevant to the requirements of societies that are undergoing rapid change. In order to expedite the process of socio-economic development, the evolution of a truly national educational system appropriate to the national needs has to be realized in order to fulfil the rising expectations of long-deprived peoples. He emphasized the imperative necessity to recast the old stereotype educational system in such a way as to make it a powerful change agent. It is through education that the countries can provide for vertical mobility for large sections of the population who are at present socially and economically backward. The challenges of democratic polity demand an enlightened citizenry which is not only well informed of the current developments but which is also ever vigilant about its civil rights and liberties.

4. Mr. P. Sabanayagam, Education Secretary, Government of India, addressed the inaugural session and extended to the participants a warm welcome on behalf of the Government of India. He stressed the significance of the Asian Programme of Educational Innovation for Development as a regional mechanism for inter-country sharing of experiences, and of the Sixth Consultation Meeting for assessing and reviewing the Programme. (Inaugural addresses at Annex II).

Work of the Meeting

5. At the first plenary session, the Meeting unanimously elected Mr. P. Sabanayagam (India) as Chairman; Mr. Kazi F. Rahman (Bangladesh), Prof. S. Tajima (Japan), Dato Haji Murad bin Mohd. Noor (Malaysia). Dr. T. Husain (Pakistan) as Vice-Chairmen; Dr. (Mrs.) M.C. Sutaria (Philippines) as Rapporteur-General; Dr. P.K. Kasaju (Nepal) and Dr. Vichai Tunsiri (Thailand) as Group Rapporteurs; and Mr. W. Streat (Australia), Dr. Se Ho Shin (Republic of Korea), and Mr. P.B. Ratnayake (Sri Lanka) as members of the Drafting Committee, Unesco staff members, Dr. A. Latif and Dr. M.C. Pant acted as Secretaries of the Meeting.

6. The Meeting held seven plenary sessions in which it considered the various items of the agenda. For the consideration of item 6 of the agenda, the Meeting divided itself into two groups so as to facilitate an in-depth analysis of the topics for consideration. In the closing session on Monday, 30 April 1979, the Meeting considered and adopted its report.

7. Mr. M Watanabe (Japan) conveyed to the Meeting the Government of Japan's decision to raise its annual contribution to APEID from US$120,000 to US$150,000. Dr. Saiyut Champatong (Thailand) also informed the Meeting that the Government of Thailand has decided to continue its financial support to this Programme during its second-cycle period.

8. The representative of UNDP expressed appreciation of his Organization that APEID had been able to establish a viable and effective mechanism for technical co-operation and commended the self-executing and self-evaluating characteristics of the Programme. He reiterated the proposal made by the UNDP representative to the Fifth Regional Consultation Meeting that the national programmes assisted by UNDP should be more closely linked with APEID.

9. The participant from Pakistan announced that his country would be happy to host the next consultation meeting in 1981.

10. The Meeting placed on record its deep appreciation and gratitude to the Government of India, Ministry of Education, and the Indian National Commission for Co-operation with Unesco for acting as generous host to the Meeting; to the Government of Karnataka for the courtesies and facilities extended to the Meeting; and to Unesco for convening the Meeting.

PART I

REVIEW OF APEID

REVIEW OF APEID

1. A comprehensive evaluation of the Asian Programme of Educational Innovation for Development (APEID) was made in the concluding year (1977) of the first programming cycle. The second programming cycle commenced in 1978. The present Review pertains to the activities of APEID during the first year (1978) of the second programming cycle. In consultation with the UNDP, the Review serves as a Tripartite Review with the object of determining by consultation:

i) how adequately the immediate objectives of the Programme are being attained, taking into account the project activities and outputs; and to what extent it is helping the participating Governments in achieving their development objectives;

ii) the factors which may have facilitated or deferred the achievement of APEID's objectives.

2. In carrying out the Review of APEID and particularly in formulating recommendations for future action, attention was also given to the new and emerging trends in education in the participating countries (see Part II of the Report).

3. In preparation for the Review of APEID, the Project Secretariat had sent in advance to all participants copies of the following documents:

i) UNDP Project Document, Project No. RAS/77/047/A/01/13 "Regional Technical Co-operation in Educational Innovation within the Asian Programme of Educational Innovation for Development (APEID)";

ii) Progress Report on Activities of APEID in 1978.

4. To set the framework for the Review, the representative of Unesco (Executing Agency) presented a general account of APEID in 1978, and the representative of UNDP identified the various facets of the Programme which called for attention in the Review.

5. The attention of the participants was invited to the immediate and long-range objectives of the Programme as set out in the UNDP Project Document. It was pointed out that the activities being reviewed pertained to 1978, the first year of the four-year programming cycle, and the outputs of these activities must be seen in this context. All activities planned for the period under Review were implemented with full participation of the member countries. The actual expenditure

on programme activities amounted to ninety-nine per cent of the corresponding UNDP funds in 1978. Other criteria for evaluating progress towards the achievement of these immediate objectives were the extent to which the activities included in the first year of the four-year work plan were actually carried out, and the extent to which the Member States which indicated their interest in participating during the Fifth Regional Consultation Meeting had benefited from the experiences.

6. The participants were invited to assess the outcomes of their participation in terms of their countries' experiences and the extent to which they had been able to utilize these results and link them to their national programmes. The participants were also asked to assess the institutional framework of the Programme, noting instances where the National Development Groups had been strengthened and where sub-national Development Groups had been created. In regard to the Associated Centres, reference was made to the affiliation of ten additional centres during 1978, increasing the number from an initial 12 in 1974 to 67 (not including 18 still under consideration).

7. The activities in APEID are designed to serve five development objectives/themes which were identified by the participating Member States. These constitute the immediate objectives of the second cycle of APEID. In reviewing the activities under different areas of innovation, the participants were invited to assess these activities in relation to the development objectives which they were designed to serve.

8. The Programme is intended to give special attention to the needs of disadvantaged areas and least developed countries. Their participation, particularly in country-based activities, has been high. The participants from the least developed countries were invited to consider measures for further increasing their participation in the Programme.

9. In identifying the facets of the Programme which would call for attention in the Review, the representative of UNDP observed that the degree of success achieved by a regional project is in direct proportion to the extent of the commitment and involvement of the member countries. APEID has proved a viable and useful mechanism for inter-country co-operation, with its emphasis on the fact that the preparation, execution and appraisal of the Programme's objectives and activities are done by the participating member countries themselves. He stressed that one basic question which required special attention was: what is the impact of the Programme on the ultimate recipients? In support, he quoted from the Project Document, 'UNDP's assistance is required to ensure that the gains made in the first cycle are utilized to expand the impact of APEID particularly at the middle and grass-roots levels in the countries". It would, he emphasized, be of special interest in the Review for the participants to give their assessment of the impact of those educational innovations which had been stimulated by APEID and the various means which were being developed to identify and measure this impact. While recognizing the difficulties involved in any type of educational impact analysis, he observed that it is nonetheless important to ensure that the process of learning is targeted properly and is sufficiently adaptable to meet changing needs.

10. Another point to bear in mind in this Review, it was recalled, was the remark made by Mr. A. Garcia, UNDP Regional Representative (Thailand) in the Consultation Meeting last year. This concerns the need for examining opportunities for linking the activities of APEID at the inter-country level with specific project activities at the country level. UNDP is interested in finding ways in which the inter-country and country efforts are more closely related, in order to achieve greater coherence and a multiplier effect.

11. Following the introductory explanatory statements, the delegates from all the participating countries present at the Meeting took part in the discussion. Their presentations covered the main terms of reference of the Review.

12. It was stressed that the Programme is a facilitator and not an originator of innovations. The Member States have designed this Programme to provide the support they need. This is achieved by creating and expanding the network of national institutions and by exchanging experiences, ideas and insights emerging from their own innovative efforts in relating education to their own developmental aspirations as defined by them. The Programme involves linking international action to the national initiatives, and thereby stimulates this co-operative effort and promotes exchange of persons, experiences, materials and information. The Programme is therefore a most important organizational innovation itself, a point underscored by the Governor of Karnataka in his inaugural address when he said, "APEID fills a long felt need for collaboration in promoting educational innovation for the development of individuals and societies in Asia". To appreciate the nature of the Programme, assessment of its performance should be carried out in terms of its success in promoting participation, stimulating exchanges, facilitating co-operative action in the design and implementation of educational innovation and in the emergence and effectiveness of necessary supporting institutional infrastructures.

13. A number of participants pointed out that in reviewing APEID it was important not to lose sight of certain broad influences which APEID, since its inception, has generated or reinforced in the field of inter-country co-operation in Asia. This was evident in the first cycle, and has been appreciably strengthened by the activities carried out in 1978. APEID has set in motion, though sometimes unevenly, a process of mutual learning, involving understanding and appreciation of the diversity of social groups and cultures within countries, and between them. In spite of such diversity, the participants added, it had provided a means whereby countries could learn from each other and share the alternative strategies that were being developed in solving problems. Another important influence of APEID is reflected in heightened awareness of the indispensable role of education in relation to social concerns and community development.

14. There was extensive involvement of the member countries in designing, planning, executing, and evaluating APEID's programme activities. The programme activities for 1978 were planned by ascertaining in advance from the member countries of their interest in participating in the specific activities. The participation was thus not only full but also responded to the interests of the member countries.

Two countries, however, which have only recently joined APEID, were not able to participate in many activities. They expressed their strong interest in increasing their participation. In addition, another country was not able to take part in the activities in 1978, apparently due to its internal situation.

15. Of the least developed countries (LDCs), one has joined APEID recently and it did not have occasion to participate in the activities in 1978. It intends to do so actively in 1979. The participation of three of the other countries during 1978 covered all the activities in which they had earlier indicated their interest. It was suggested that special consideration be given in APEID to assist LDCs in the follow-up activities at the national level.

16. There was lively discussion on the question of APEID's impact at the grass-roots level. It would be recalled that the Fourth Regional Consultation Meeting had recommended greater involvement in APEID's activities of middle-level personnel in the member countries. There has been considerable progress towards this end, particularly in the programme activities of 1978 through attachments/internships (which is reviewed in detail in another section of this Report) and the increased number of national-level activities. It was also suggested that as the information services of APEID get strengthened and become more effective, they would help in spreading APEID impact.

17. The participants stressed repeatedly that a realistic view must be taken of the time it takes for any programme to reach the grass-roots level. As one of them remarked, it would be a miracle if APEID were to claim that it had made a significant impact at the grass-roots level in a continent as large as Asia, within a bare four years. He expressed his belief that a widespread impact would take a decade or so to show itself. What is important at this stage, he said, is whether a proper institutional framework is being generated which would facilitate the member countries in effectively linking their efforts and co-ordinating their innovative programmes. The view was presented unanimously that APEID is moving in the right direction with its support of and reliance on national initiatives and efforts.

18. The programme activities of APEID are increasingly triggering off consequential actions at the national level. Several participants gave concrete instances of such impact of APEID on their national programmes at different levels and on different aspects of educational development.

19. In one country, the leader of the country team in two APEID activities during 1978 (inter-country project studies and planning workshop on non-formal education programmes) organized a national workshop in which a senior official of the Ministry of Education also participated. As a result of this exposure, the Ministry official concerned has taken the initiative for redrafting the Adult Education Law, and the organizer of the workshop has been invited to be a member of the Drafting Committee. Similarly, a staff member of an Associated Centre who recently received training on documentation and information for documentalists of APEID's Associated Centres in Bangkok during 1978 had, on return, acted as a catalyst for the creation of an 'educational innovation clearing house'. This clearing house provides data to curriculum developers, policy-makers and

planners. Another participant who had benefited from another APEID activity in the area of maintenance and repair of science equipment during 1978 had, on return, made significant contribution to the design of prototype equipment for science teachers in his country. The report of APEID activity on science in basic functional education (1975) was translated in that country in 1978 and is now being used as a recommended reading material for participants in training workshops for science teachers. In the same country, the government has recently set up a committee for preparing a long-term educational plan covering 1980-1991. Of the seven members of this committee, as many as five are those who had been involved in APEID activities.

20. A participant from another country, explained how two of the activities conducted under APEID in 1978 have reached the stage where they are influencing the educational programmes or are expected to produce country-wide effect in the near future. As a follow-up to an APEID activity which provided opportunities during 1978 to five curriculum developers from the country to visit the major projects in curriculum development and exchange views with policy makers and the project staff, plans were developed for reorienting the curriculum of schools. This was followed by a national-level workshop in 1979 in which the team shared its experiences with supervisors of the 13 educational regions in the country in relation to the problems faced by them in design and implementation of the curriculum, particularly in the context of national policy of relating education to skills development, integrated rural development, health and nutrition, and moral education. An outcome of this national workshop was the development of separate draft projects and action plans by participants from every region. On return to their regions, the participants have been responsible for further dissemination of the specific plans of action relevant to each region's needs.

21. In the same country, two staff members of the Science Equipment Centre, involved in audio-visual aids, were attached in 1978 under APEID at centres in two other APEID countries. They picked up several useful ideas and skills which they shared with resource centres spread throughout the country.

22. These above examples illustrate how the ideas and insights that may have developed during the APEID activities lose their separate identity as they are utilized in developing the local programme actions.

23. Involvement of another country in APEID was reported to have influenced the emergence of four distinct developments in educational structures and practices, namely: (i) strengthening of multidisciplinary approach in design and development of innovations in education for development; (ii) improvement in the organization of the information system; (iii) increased acceptance of innovative programmes by parents; and (iv) enhanced concern for getting commitment of the different development agencies, communities and the teachers at the grass-roots level.

24. A participant reported that an APEID activity provided opportunities for the country's curriculum developers to visit projects and hold consultations with curriculum specialists in several countries and hold a national workshop on curriculum design. These, it was pointed out, had proved useful in the revision of the

curricula which were under implementation in the country. It was pointed out that though it would not be possible or even desirable to try to isolate the components of the curriculum which resulted from the country's participation in APEID, there could be little doubt that APEID activities were a positive influence in the new curricula.

25. It was emphasized by a number of participants that the effectiveness of APEID was measurable by the degree in which the identity of APEID activities gets integrated in the stream of local initiatives, innovative projects and programmes of the member countries.

26. Examples were cited of the creation of new institutional structures and arrangements for promoting innovations. In one country, a new centre for educational research and development resulted from the country's participation in APEID; and in another, a national-level committee for co-ordinating programmes of different agencies and academic bodies on education for rural development was established by the government in response to a recommendation of an APEID workshop convened in that country.

27. Linking of APEID activities with national-level activities is now being facilitated by the fact that a number of UNDP-assisted national projects have become Associated Centres of APEID. There is, however, room for improving the linkages specifically between APEID activities and UNDP-assisted projects at the national level. This needs to be brought to the notice of the Executing Agency and of UNDP. It was suggested that the participants might also, on return to their countries, look into the possibilities of closer linkages and discuss with their UNDP Resident Representatives.

28. The institutional framework of APEID is, on the whole, making good progress. The number of Associated Centres has increased; what is even more important, the network represents now a wide spectrum of specialized knowledge, experience, and competencies, not only relating to the traditional fields of education, but also to other development areas to which education is related, such as agriculture, rural development.

29. The National Development Groups for Educational Innovation (NDGs) vary from country to country. In a few countries, the NDGs are in only a preparatory stage. In some others, they are assuming a key role. In one country, the National Development Group has been given a statutory position in the new policy of the government, and has been provided with a secretariat and financial support to enable it to bring out periodic journals and sponsor intra-country exchanges and documentation of innovations. One of the Associated Centres has been assigned the responsibility of translation and dissemination of information on educational innovations. A very important development in this country is the establishment of the Provincial Development Groups. The NDG holds meetings every three months, at the provincial capitals by turns, with the Provincial Development Groups acting as host and participating in full strength. Development Groups have been created at the institutional level, and preparations are being made for establishing Groups at

the local levels. Another country reported that it had recently created a secretariat for the NDG in one of the Associated Centres with two full-time professional staff members. One participant reported that his country had still to establish a National Development Group, and another country participant suggested that the experiences of other countries' National Development Groups would help in improving the operation of the National Development Group in his country.

30. It was suggested that measures should be initiated by ACEID to promote exchange of persons and experiences among the NDGs.

31. One of the objectives of education for development should be to raise the level of awareness of the learners of their social and physical environment, and to facilitate an attitudinal change in them so that the learners could acquire the necessary skills and self-confidence to participate more actively in the process of decision-making and development.

32. A participant observed that APEID has made a significant contribution in the first cycle by bringing about an awareness of the need to promote educational innovations which are designed to serve development. While innovation in different areas, such as curriculum, teacher education, educational technology, should no doubt continue to have an important place in the second cycle of APEID, it may be appropriate to pay due attention to the role of various development agencies in APEID. The immediate objectives of APEID, as mentioned in the document RAS/77/047/A/01/13, provide sufficient opportunity for the member countries to establish linkages between the activities that traditionally fall under the jurisdiction of educational authorities and those which are in the purview of other development departments and agencies. Population education, nutrition education and health education are some of the areas where innovations could as well be promoted by the agencies which are essentially concerned with the health, nutrition and population problems in the different member countries. Similarly, the agencies concerned with such areas as agriculture, fisheries, animal husbandry would be in a better position to help introduce innovation in the educational components of their projects.

33. The Review indicated the need, in future, particularly during 1980 and 1981, for placing greater emphasis on certain aspects of the Programme, expanding the objectives and improving the design of some activities, and broadening the scope of the Programme by incorporating new levels and areas of education. The following observations and suggestions were made in this connexion:

i) The need to involve policy makers by convening a meeting of the policy makers once every two or three years;

ii) inviting some knowledgeable persons in other areas relevant to APEID's development themes (such as agriculture, health, industry) to address the Consultation Meeting about the developments in their own fields;

iii) The need for stimulating co-operation in research for decision-making process, studies on human responses to innovations and technology, and projections of what the future would be like as a setting of educational innovation development plans;

iv) The importance of ensuring that built-in evaluation is continued and further reinforced in all APEID activities and programmes;

v) Enhancement of the activities for the staff development of the national centres associated with APEID;

vi) Expanding the scope of the Programme to cover higher education and research, post-secondary education for community development and vocational competencies;

vii) Convening of national workshops to assess participation in APEID activities before Regional Consultation Meetings to enable countries to derive baseline data and suggestions for consideration at the Regional Meetings;

viii) A flexible and realistic conceptualization of innovation, recognizing the fact that what is an innovation for one country may be a standard practice for another, and that a minor adaptation of some existing practice might be more valuable to a country than a completely new idea;

ix) More active involvement of the staff of development projects run by agencies other than education, in a mutually supportive relationship, educationists receiving support from others and advising them on the educational components of the activities in their charge;

x) Emphasizing more strongly in future years the raising of the level of social awareness and concern for environmental problems, and preparing learners for effective participation in decision-making; and

xi) The weightage given to the participation of the least developed countries in the Programme should be further increased.

PART II

TRENDS AND DEVELOPMENTS IN EDUCATION IN THE REGION

TRENDS AND DEVELOPMENTS IN EDUCATION IN THE REGION

Introduction

1. This overall view of recent trends and developments in education in the region is based primarily on country reports[1] presented by the various participants. In the course of presentation of the reports and ensuing discussions, references were made to additional projects of the countries, and further details were provided about the salient features of these projects, which have also been taken into account in the present synthesis.

Trends and developments

2. Concurrent developments in science and technology and the political, economic, demographic, and social changes in the countries of the region have brought about problems which have compelled them to re-examine continuously their educational policies, programmes and innovations calculated to make education more responsive to national development goals.

3. Many of the problem areas with which the countries in the region are grappling today are of long standing. The most critical problem is how education can contribute to the eradication of mass poverty which, in most of the countries, has hampered the achievement of the goal of providing equal opportunity for social mobility to all the people. Policy thrusts have thus been increasingly directed to the delivery of educational services, through both the formal and non-formal systems, to the deprived, disadvantaged and underserved sections of the population, with particular emphasis on women and people in the remote rural areas.

4. The main thrust of educational policies and programmes in the region may be defined as equality of educational opportunity, which may be conceptualized in terms of two dimensions, namely, quantity and quality.

5. The quantity dimension refers to the number of individuals who benefit from some kind of educational service, either from the formal or non-formal modes of education. Thus, it relates to participation, survival and dropout rates in the formal education system as well as to the extension of the outreach of the non-formal education system to as large a portion of the out-of-school population as possible.

6. The quality dimension refers to assurance that every individual reached by the education system is provided the best kind of education that the limited resources of the country will permit. Quality may be interpreted in terms of relevance to the universal aspiration for a better quality of life for all the people. This would subsume literacy, numeracy, skills development, civic sense and social responsibility, creativity and entrepreneurship, health habits, self-reliance - in short, the relevant

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1. The country reports are to be reproduced in a companion volume to this Report.

knowledge, skills, values and attitudes which are essential for effective, purposeful and moral living, individually and socially, in a rapidly changing society.

7. The concept of universalization of education is a major concern in all the participating countries. It embraces not only quantitative expansion of schooling facilities, increase in the number of children enrolled in school, and qualitative improvement of curricular and teaching materials, but also a well-planned non-formal education programme as a complement to achieve the aim of bringing universal basic education to all school-age children within national time targets. One country has indicated its goal of bringing universal primary or basic education to all children of the age-group 6-14 within 1978-1983, while another country which has perceived the limitations of the formal system in eradicating illiteracy, has envisaged the eradication of illiteracy through both the formal and non-formal education systems by the end of its Five-Year Plan of Economic and Social Development. The Plan provides for all of those who have not received primary education, or who have not completed primary education among the youth and adults.

8. The concern for universalizing primary education and provision of educational opportunities for out-of-school youth has impelled the education systems to develop innovative and effective strategies for getting all school-age children enrolled; and once they are in school, making them complete the primary education cycle, as well as providing educational services to children who cannot attend school or who drop out for unavoidable reasons. In this regard, maximization of the utilization of indigenous structures and schemes is given stress. In a number of countries in which physical and human resources for primary education are not adequate, traditional structures for religious education such as mosques, temples and other places of worship are being utilized as schools and expanded to meet the need for instruction in the basic skills. In one country, the basic education cycle has been shortened to decrease dropout rates.

9. In universalizing primary education, most of the countries have developed programmes and strategies for meeting the specific needs of children in depressed, disadvantaged and underserved communities. In one country, a pilot project which involves the decentralization of planning has been launched to achieve greater impact of the thrust of increasing the participation of economically and culturally disadvantaged children, and simultaneously developing the infrastructure and expertise in decentralized curriculum development.

10. While some countries continue to grapple with the problems of achieving universalization of education at the primary level, others are concerned with providing greater equality of opportunity among groups already in school. The education of girls is receiving more emphasis and so is the section of the population that has popularly been referred to as exceptional, i.e. the physically handicapped, the mentally retarded, the emotionally disturbed as well as the gifted. The potential of indigenous structures is being developed to provide a suitable vehicle for the extension of education to girls especially in rural areas. One example is the "mohalla schools" in one country which enjoy general public support and acceptance because they are the product of the community's initiative.

11. To cope with the problem of widespread illiteracy, the active participation of all levels of society, particularly the families, is being engaged, and the programmes are so structured as to relate to the essential social, economic and cultural concerns of the participants and their communities. A number of countries cited the involvement of various community organizations, extension agencies of other departments like agriculture, health, manpower, and utilization of other resources in the community, in both formal and non-formal programmes for providing education to specific target groups. The trend of making both formal and non-formal education increasingly community-based, productive and development-oriented is perceptible in the policies and programmes of the countries.

12. A trend in policy development directed to the qualitative aspect of education is the provision of differentiated curricula to meet the needs of the broad spectrum of student activities, especially in education systems which are now at an advanced stage of universalization.

13. In their pursuit of quality education, a number of countries have embarked on programmes directed towards improving the learning efficiency of the children, inter-relating education with economic and social needs. Two countries reported on educational or learning resource centres which have been installed to co-ordinate efforts to improve the quality of education. Three countries have undertaken projects to develop a "learning continuum" for the elementary span embracing both formal and non-formal education. In one of these countries, an attempt is being made to bring about a convergence of the formal and non-formal modes of education to facilitate universalizing primary education. In another country, a policy of "return-to-the basics" has been adopted. To be more relevant to development, the country has interpreted the term "return-to-the-basics" so that it embraces three dimensions, namely, (i) emphasis on what has been traditionally regarded as the three Rs; (ii) emphasis on mastery of skills requisite to the development of higher-level or more complex skills to improve learning efficiency; and (iii) emphasis on all the learnings - knowledge, skills and attitudes - necessary for making an individual a productive and effective member of a rapidly changing society.

14. In an effort to upgrade the outcomes of primary education, some countries are becoming more concerned with providing pre-school education. In one country kindergarten education is a major object of policy consideration. Its ministry formulated a general plan for the promotion of kindergarten education under which systematic expansion and improvement of kindergartens has been effected in order to accommodate in 1982 all appliant four-year and five-year old children, except those required to enrol in day nurseries or to undergo special education.

15. In one country a "learning centre on wheels" for kindergarten education for children in depressed areas is being tried out in two slum areas. This decade may yet see the rapid expansion and improvement of pre-school education systems in many of the countries since there is common agreement that, it is imperative for the school to touch these young minds and hearts early in their life to ensure proper formation, especially in depressed areas where many parents are not able to provide early childhood education to their children.

16. One most significant development is the expansion of non-formal education in most of the countries in the region. In one country the importance of non-formal education has been accentuated by the creation of the Office of Under-Secretary (now Deputy Minister) for Non-Formal Education. In this country, non-formal education gained added significance with the adoption last year of an accreditation scheme for learnings gained outside the formal school system. A school dropout may sit for the accreditation examination and, on the basis of his performance, be given a grade placement which may be years above his dropout point. In effect, he is enabled to skip a number of years of formal schooling through learnings he gained on his own or in the non-formal education programme. Similar measures were reported to be in an early stage of operation or at the design stage in a few other countries. This trend is illustrative of a way of making the formal system open and flexible enough to serve those returning to it. It also exemplifies the idea of complementarity of roles of the formal and non-formal systems as well as a mode of linking formal and non-formal education through a practical approach to facilitate entry and re-entry to the formal education system.

17. Most of the countries have launched programmes treating formal and non-formal education in a complementary manner. Open learning systems for different fields and stages of education such as, the "Open Plan" of one country, open university in others, open schools in still others, and the accreditation scheme earlier mentioned, indicate the possibilities of linking formal and non-formal systems.

18. Another way of linking the formal and non-formal education systems is exemplified in integrating education in rural development. An illustrative case is the project of one country, designed to develop and test models for primary school children, out-of-school youth and adults, recognizing the principle that community participation is the key to organizing and sustaining essential social services in rural areas. In this project, polyvalent education centres are being set up in each village to provide lessons in literacy, numeracy and skill training. The nature of skill training depends upon the needs, interests and requirements of the village communities. In obtaining such training, the learners come to school or the school goes to them in their remote villages.

19. Most countries in the region have indicated increasingly stronger support for non-formal education, which is now commonly perceived as a potent outreach to the out-of-school population. In all the developing countries of the region, considerable increases in the budget and personnel for non-formal education, rapid expansion of classes for out-of-school youth, evolvement of innovative and effective strategies for educating the vast out-of-school population and the strong support provided by the formal system to the non-formal system in terms of part-time teachers and use of buildings and other facilities augur well for the success of non-formal education in improving the quality of life of its target clientele.

20. In the non-formal education programmes of the various countries, the relationship between the school and community is being strengthened through community-based learning activities. Such healthy relationship also infuses greater meaning

into learning activities for learners, not only in the non-formal but also in the formal system. A typical response to the demand for development-oriented and community-based schemes is "Survival of the Family Project" being undertaken in one country. This is a school-based community science education project which seeks to bring about an articulation between classroom learning and the non-formal education which takes place in the home and community.

21. A trend that is evident among countries in the region in their effort to promote non-formal education as an instrument for accelerating integrated rural development is the decentralization of administrative authority to local education agencies. One country has established a regional centre for non-formal education which is responsible for the organization of training activities, research, development and evaluation of curricula and materials. It has also set up provincial centres for non-formal education to carry out non-formal activities at the local level. Local resources are mobilized to accelerate integrated rural development through its functional literacy programme. A radio and correspondence project for literacy and productive skills is in operation to service target groups in remote rural areas.

22. A variety of other schemes for delivering non-formal education have been adopted in countries in the region. In most countries, a common scheme is the full-time and part-time technical education courses which offer continuing education courses oriented to job opportunities. Teachers with skills and other resource persons from the community who have necessary technical expertise provide the teaching resources. Integration of the non-formal system with the formal system takes place in matters of management and supervision and in the use of physical plant and equipment and teaching staff.

23. One innovative mode of delivering non-formal education that is gaining popularity is distance learning which is exemplified in the Open University evolved in one country. The university provides courses mainly related to science, mathematics, technical education and in-service programme of teachers, and is planning to branch out into other areas in demand. What is confined to correspondence, seminars, etc. now, will in the new modality be taught through mass media, including television.

24. In all countries, there is concern for improving the processes of transition from school to work because of an increasing proportion of young people remaining unemployed after they leave the school. Policy development has thus stressed productive skills within the broader context of the economic, cultural, and moral development. As a consequence, there is a perceptible trend towards the adoption of earn-while-you-learn schemes and modalities which combine study and work, career guidance programmes, and skill-learning programmes which utilize audio-visual materials, especially in demonstrating work processes.

25. The critical need for productive skills, especially at the middle-level manpower, has led to the strengthening and expansion of vocational and technical secondary and post-secondary schools. In one country, technical high schools are grouped into four categories in order to effectively respond to the increasing demand

for skilled workers. "Mechanical high schools" which produce precision machine workers rank first in the priority order of the government's administrative and financial support. "Demonstration technical high schools" produce skilled workers to fill manpower requirements for the country's industrial firms abroad. "Specialized technical high schools" specialize in electronics, steel manufacturing, architecture and railroad maintenance. "General technical high schools" produce skilled workers in all other areas. The government has formulated a plan to provide for an incremental expansion of investment in technical education according to the priority order. Greater government support for vocational and technical schools is becoming a significant trend in educational policy development in most countries. Other modalities adopted in some countries for the development of productive skills include out-of-school vocational training exemplified by in-plant or apprenticeship training.

26. Along with the intensification of productive skill development is the impetus given to science and technology as an urgent requirement of national progress. Science and mathematics curricula are continuously being enriched, vitalized and integrated with curricular offerings germaine to the development of productive skills.

27. In the field of higher education, new thrusts for the restructuring of curricula are emerging to make higher education more relevant to development. In one country, some institutions offer ladder-type curricula, which means that in some baccalaureate courses each year is a terminal year. A student will have marketable skills at the close of each year, which makes it possible for him to enter employment. When he wishes to go back to college, he can always do so. This scheme has helped improve the country's manpower supply, and in a modest way, has dented the problem of having a large educated unemployed population.

28. Other developments at the higher education level include decreasing imbalances and disparities among institutions, making learning more functional or life-oriented, improving entrance selection methods, giving greater priority to graduate studies designed to produce high-level manpower, improving research in graduate schools, and restructuring graduate courses to make them more employment-oriented. In one country, post-graduate students in various disciplines are sent to the villages for a ten-month period to sensitize them to village life and problems. In another country, students enrolled in medical courses render service in the rural areas as a prerequisite for graduation.

29. As a measure to improve the quality of educational outcomes, attention is being given in several countries to the diversification of teacher training programmes and in-service education for primary and secondary school teachers, especially those assigned to remote areas. Fresh approaches to delivering in-service education to teachers such as distance study and self-instructional systems are being adopted. This includes the use of radio as a means of instruction. In a number of countries where critical needs are felt, emphasis is placed on teacher training in English, mathematics and science. Stress is given not only to the development of competence in teaching but also to that of commitment.

30. The importance of moral values in the curriculum is evident in the programmes of a number of countries. In the development of moral values, concern has been manifested towards developing strategies for externalizing values that have been internalized. One country has introduced the idea of focusing on key behaviour indications (KBI) of values basic to development and is evolving strategies for making such KBIs manifested by learners.

31. The recent policy trends and developments in education in the region indicate systematic efforts to make education an instrument of development. In the formulation of objectives and design of programmes as well as in their implementation, almost all countries consider relevance to national development an important criterion for decision making. In the process of making education serve the ends of development, humanization has been the over-riding consideration, since the development of a country starts with its people.

32. In line with the recommendations of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV), an effective interlinking of educational reforms with the demands of socio-economic and cultural development is being effected in the region, and attention is being increasingly focused on the qualitative aspects of evaluation and repercussion of educational reforms on socio-economic, cultural and political conditions.

PART III

GROUP DISCUSSIONS

GROUP DISCUSSIONS

1. One of the terms of reference of the present Meeting was to exchange experiences, identify issues, problems and growth points in respect of a selected area of innovation and effectiveness of certain newly adopted modes of operation for APEID activities.

2. In order to consider these concerns, the Meeting divided itself into two groups (the composition of the Groups is at Annex IV); one group addressed itself to:

i) Experiences in relating non-formal education to development themes in the second-cycle plan of APEID;

ii) Development and dissemination of information;

and the other group to:

i) Progress, problems and outcomes of the attachment/internship programme;

ii) Scope, design and plan for the implementation of selected joint innovative projects.

3. To facilitate the consideration of these items, Unesco had assembled a Special Task Force which met in Bangkok from 21-30 March 1979. The members of the Special Task Force were:

Dr. S.K. Mitra
Director
National Council of Educational Research and Training
Member-Secretary
National Development Group
New Delhi, India

Mr. K.D. Ariyadasa
Additional Director-General of Education
Head, Curriculum Development and Teacher Education Division
Ministry of Education
Colombo, Sri Lanka

Dr. Yung Dug Lee
Chairman
National Development Group
President, Korean Educational Development Institute
Seoul, Republic of Korea

Dr. Minda C. Sutaria
Chairman
National Development Group
Director
Bureau of Elementary Education
Ministry of Education and Culture
Manila, Philippines

Dr. Ekavidya Na Thalang
Chairman
National Development Group
Director-General
Department of Educational Techniques
Ministry of Education
Bangkok, Thailand

4. The Task Force examined in detail the position of the above four topics in relation to the work plan and activities carried out within the APEID context during the first cycle and the first year of the second cycle. The report of the Special Task Force Meeting served as the main working document for discussions in the two Groups.

5. The two Groups, recording their appreciation of the excellent work done by the members of the Special Task Force, presented their reports in a plenary session to the Meeting.

6. This part of the Meeting's report presents the Group Reports along with the main points made in the plenary discussion.

Comments on group reports in plenary discussions

Experiences relating non-formal education to development themes in the second-cycle plan of the APEID

7. The Meeting noted that in most of the participating countries, non-formal education programmes are being developed on a priority basis, and there is a great demand and potential for intensive exchange of experiences. Such exchanges are expected to contribute significantly towards the accelerated development of national capabilities in meeting the chalienge of universalization of education, providing educational opportunities to the out-of-school youth and adult population, and forging effective linkages between schools and communities, and between educational and other development agencies. Even in the earlier discussions of the Meeting on review of APEID and presentation of country highlights, a major concern was the non-formal and alternative structures in education, the linkages between formal and non-formal education, and the involvement of communities and other development agencies in the design, development and implementation of educational innovation.

8. The Meeting noted that many APEID activities implemented so far already had, as their concern, the aspects of community involvement, use of local resources and environment, linkages between formal and non-formal approaches, and involvement of other development agencies.

9. The Meeting was, however, of the opinion that if the socio-economic development programmes launched by various participating Member States are to become effective, and educational innovations are to contribute towards this end,

the involvement of the various development agencies outside the system of education should be one of the major concerns of APEID activities scheduled for the remaining period of the second cycle. As training and education components are involved in almost all the programmes of various development ministries, it is equally necessary that educational agencies are involved by other development agencies to benefit from their expertise. The process of inter-agency collaboration has therefore to be carried forward much further and has to undergo a quantum jump if the concept of development as a multi-dimensional process is to be implemented in its full sense. Education's role has to be viewed as an aspect and an element of a development continuum in which education projects and those of other agencies are not only mutually supportive but inter-penetrating.

Development and dissemination of information

10. The Meeting endorsed the report of the Group. It further recommended that in order to ensure that educational innovations are disseminated on a much wider scale so as to reach the people outside the education system also, attempts should be made by APEID to provide opportunities to Press correspondents and other mass media personnel to undertake study visits to familiarize themselves with significant educational innovations within the country and in other countries.

Progress, problems and outcomes of attachment/internship programme

11. Considering the progress made under the attachment/internship programme, the Meeting endorsed the findings of the Group that this programme, though in operation for a short time, has been an effective mode for developing technical and professional skills of the staff of the Associated Centres and those directly working for the National Development Groups, including Provincial/State Development Groups, thus contributing to the development of national capabilities for the design and development of educational innovation. The participants from the least developed countries emphasized that this programme would help them in particular in equipping their staff with much needed skills for undertaking educational innovation directed towards meeting their development needs. The Meeting strongly recommended that the programme should be expanded, particularly to meet the needs of LDCs.

12. Considering the question of the duration of the programme, the Meeting suggested that though normally, the duration of the attachment may be for a period of 4-6 weeks, there could be situations where the period may have to be extended even up to 8 weeks depending on the needs of a project in which the Associated Centre sending the intern is engaged in.

13. The Meeting recognized that there is a need to continue to evaluate the effectiveness of this new mode of operation, but suggested that the guidelines indicated in the Group Report might be examined further by the Asian Centre of Educational Innovation for Development (ACEID) in order to simplify the procedures to developing questionnaires. Account should be taken of the evaluation procedures which are followed by Unesco under its fellowship or other similar training programmes.

Scope, design and plan for the implementation of selected joint innovative projects

14. The Meeting endorsed the recommendation of the Group that, to begin with, the number of projects should be limited to the three that have been proposed in the Task Force Report. It also noted that preliminary steps have already been taken by the National Institute for Educational Research (NIER), Japan, to implement a joint innovative project on "Moral Education". It was unanimously agreed that the three topics selected for joint innovative projects are of high priority in the on-going educational programmes in a number of countries and would be of interest to most of them.

15. While considering the design and plan for the first study on "Integrating Subject Areas in the Primary Education Curriculum", a question was raised whether there is implicitly an assumption that there is a national curriculum in each country, and whether it is possible to have a comparative study in view of the many variables involved and the great differences in the conditions prevailing in various countries. In addition, it was also pointed out that the duration of two years envisaged for this study may not be enough to complete the task. It was clarified that one of the criteria for the joint innovative projects is that they are action-oriented in contrast to purely theoretical and conceptual research and are based on actual problems and on-going programmes of the countries. It was further clarified that these joint innovative studies are not to be in the form of a "comparative study" and each of the participating centre's project must be viable in itself and lend itself to joint inter-country effort for exchange of experiences and insights based on the commonality of concerns.

16. While considering the third project on the educational needs of young people, it was pointed out that the research methodology would need to be elaborated in greater detail when the project design group meets.

17. With the above comments and amendments made, the Meeting unanimously adopted the reports of the two Groups. These group reports appear below.

Report of Group A

Experiences in relating non-formal education to development themes in the second cycle of APEID

Overview

18. It may be paradoxical but nevertheless the contention appears true that the successes, failures and inability of the formal education system have necessitated the institution of non-formal education. The quantitative expansion of education resulting from the Karachi Conference resolutions and the desire of countries to make primary education compulsory has resulted in phenomenal increases in enrolment at the first level of education, and over the years, at the second level too. The inability of countries, to give to all of them the knowledge, skills and attitudes necessary to function adequately in later life due to economic and other constraints, is one of the main reasons for the institution and promotion of non-formal education.

19. Non-formal education also covers a much wider scope. However efficient, the formal system cannot serve all of the learning needs of a society. Besides, it is time and place bound and restrictive. This inflexibility, in the context of the learning needs of individuals in a changing society, has brought to the fore the necessity for more flexible structures in education.

20. The term 'non-formal education' has various connotations. It covers literacy and adult education, out-of-school education, extension services, and lifelong education. A suggestion was made that a more appropriate term might be a 'non-traditional approach' to education.

21. The report of Commission I contained in the Final Report of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV) was of the view that "it was unhelpful to draw a demarcation line between formal and non-formal education". They have further added that "They are complementary elements in a national education strategy...." and this is how non-formal education has increasingly come to be viewed. The Fifth Regional Consultation Meeting on APEID had also expressed the view that the two systems - the formal and non-formal - "might ultimately be merged into one". This thinking on the part of experienced educators which is being increasingly reflected in the literature on non-formal education is encouraging, and leads to the conclusion that education is one and indivisible, and that the difference between the two is one of focus and process, the aims and objectives of education being common.

22. There was agreement that some or all of the following characteristics were to be found in non-formal education:

i) Endogenous; community or situation-based; location specific;

ii) Participatory/collaborative in nature; arising from needs identified by the people who constitute the community concerned; learning by doing and participatory research as appropriate modalities;

iii) Developmental and socially based; based on objectives of which community and individual learning is an outcome;

iv) The materials and resources should develop from the communities themselves;

v) Should result in a power shift within the society and a raising of participants awareness of political and learning processes as well as an increase in knowledge and experience; and

vi) The community takes responsibility for, and carries out the on-going management of the developmental activities (and hence non-formal education).

23. In addition to the above, the Group also identified that non-formal education in the region may be said to be geared towards:

i) Solving the economic problem of the people, particularly in the rural areas;

ii) Solving the problem caused by urbanization and industrialization in developed countries; and

iii) Providing supplementary education to the formal system of education.

24. A view was expressed that the relationship between formal and non-formal education might be seen as follows: non-formal education being viewed as the central educational activity for a community/situation, with the formal system servicing it through the provision of knowledge, concepts, skills and experiences that cannot be met by non-formal education. (For several reasons such as available resources, scale of specialization, these services are to be indentified by the communities). Additionally the formal system will have other functions relating to personal, district, state, national and international needs.

25. There is no limit to the variety of ways in which flexible structures could be evolved outside the school system to provide non-formal education, just as there is no limit to the types of persons who could be used as resource to provide that education, the only recognized condition being that the education has to be organized or 'contrived' and should be purposeful. In this connexion, Commission I, referred to earlier, has also recommended that "In a situation of scarce resources, it becomes necessary to identify priority groups and the essential learning needs of each".

26. Where resources and the orgnizational capacity do not require the restriction of operations, the clientele could well be everyone from the cradle to the grave as it were. This theoretical position of course reflects the idea; none the less, it also indicates the possibilities for non-formal education.

Relating non-formal education to development themes

27. The five development themes of the second-cycle plan of APEID are:

a) Integrated rural development;
b) Development of productive skills relevant to economic development;
c) Universalization of education at the early school levels and functional education for out-of-school youth and adults;
d) Better health and nutrition; and
e) National unity and international understanding and co-operation.

28. In the countries of the region, various types and forms of non-formal education are in operation. While differing in their intensity, methods, content, coverage, and limited only by the availability of resources, the programmes are in the majority of cases directed towards the most neglected, most disadvantaged sectors of the population - those living in the rural areas, in city slums, and women. In most cases, the programmes are indigenously conceived and developed and rely heavily on community participation and support, which include the mobilization of community expertise and other resources. The clientele of the programmes cover all types of population; adults, out-of-school children and youth including drop-outs, special and disadvantaged population groups and other target groups.

29. It is recognized that programmes and projects in non-formal education cannot be neatly categorized as being focused on any one development theme in particular to the exclusion of the others. Such, categorization would thus ignore the integrated nature of development. A programme or a project focusing on integrated rural development, for example, will assuredly relate to better health and nutrition or to the development of productive skills relevant to economic development or, for that matter to any of the other development themes of APEID. In the presentation below, where some of the programmes/projects relating to one development theme are averted to, the main focus of the programme or project has been taken into consideration in relation to the theme and their sequential order as spelt out by the Fourth Regional Consultation Meeting on APEID.

a) Integrated rural development

30. Available literature testifies to the fact that the countries of the region are engaged in various types and forms of integrated rural development. It was agreed that development was to be understood in the widest sense, to include personal, socio-cultural, political and economic development. It was also accepted by most countries that all educational provisions should be conceived and planned from a development perspective and as an integrated education system, incorporating both formal and non-formal approaches.

b) Development of productive skills relevant to economic development

31. The development of productive skills relevant to economic development has been of major concern to all countries participating in APEID. In developing countries, the aspiration of the people for a new economic order has highlighted the need to integrate learning with productive work in order to develop practical problem-solving abilities of the learners; to build productive work into the educational process as a source of learning and insights; to develop skilled manpower required for socio-economic development; to increase economic productivity of the work force; and to minimize the problem of unemployment through the development of productive skills.

32. This concern has led the educational authorities in the Member States to review their educational programmes with a view to meeting the challenges posed by the new demands. It has involved integration of technical and vocational studies in the general system of education, skill development for in-school and out-of-school children, work experience in school education, emphasis on offering vocational training in secondary education and such programmes as 'earning while learning'. The present tendency in programmes of formal education in most of the countries is to diversify general education and to offer vocational and technical training within the framework of formal education.

33. Both formal and non-formal training programmes place the main emphases on agricultural, industrial and handicraft skills training. In addition, the desire to increase economic efficiency has shown the importance of developing book-keeping, accounting, and marketing capacities which lead to alternative forms of education.

c) Universalization of education at the early school levels and functional education for out-of-school youth and adults

34. One of the important problems in most developing countries in the region is the universalization of education, especially to benefit the disadvantaged and deprived populations. In view of this situation, national development policies of most countries aim at reducing social inequalities by equalizing educational opportunities. Attention is being directed to the imbalances which persist within school systems - between rural and urban areas, between different levels of education, and in the distribution of educational opportunities among different population groups. There is a growing trend to link formal education to the non-formal programmes and vice-versa. Such linkages have been designed to prepare early school leavers and out-of-school children to re-enter the formal stream of education and/or to meet the needs of special groups through new institutional and curricular arrangements.

35. In providing access to education at the primary level, there is a trend in most countries towards developing alternative non-formal structures as complementary to the formal structures. The alternative structures devised in these countries include:

i) A massive programme of part-time non-formal education through need-based curriculum and adult education such as one that is being conducted in India;

ii) An extended role of the formal school through the establishment of 'learning centres' and the adoption of 'modules for self-learning' material in the Philippines and Indonesia;

iii) The adoption of community-oriented programmes based upon the experiences of a pilot project in Nepal;

iv) School equivalency programme in Thailand;

v) Non-formal programmes in Pakistan, such as integration of education with rural development, open university, utilization of mosques, mohallas and village workshops for basic and functional education;

vi) The community-based In-School Off-School Approach (IS-OSA) experimented in grades 4 through 6 in the Philippines; and

vii) Functional literacy and family life programmes such as Evening Classroom Sub-project, Volunteer Walking Teachers Sub-Project, Buddhist Monks Family Life Sub-Project and Radio Correspondence Sub-Project in Thailand, and the Farmer Functional Literacy Programme for out-of-school adults in India.

36. At the secondary stage, more and more countries are beginning to supplement the formal system of education with alternative structures. For example, in Singapore, the non-formal education takes the form of the Junior Trainee Scheme which is a follow-up of the Basic Course. In Thailand, alternative structures linking formal and non-formal educational activities are taken up in the form of pilot projects, namely, 'Area Vocational Centres' and 'Community Secondary Schools'.

d) Better health and nutrition

37. Health has been considered as a major factor which hinders economic development. The cause of poor health is due largely to malnutrition, and malnutrition is due to poverty and ignorance. Improved nutrition depends upon the adequate food production, equitable distribution and consumption, and is fundamentally the efficient management of desirable food. In this connexion, the need for an integrated approach towards improving the nutritional status of the people, the basic elements of which include food production, preparation and distribution, income generation, environmental hygiene, health, sanitation and education, is inevitable.

38. It was accepted by most countries of the region that practical nutrition education should aim at effective communication of basic messages concerned with feeding, especially of vulnerable groups. Special attention should be paid to the utilization of existing nutritious food, locally grown foods, and newly introduced foods, especially their preparation. Education is also needed to cover all aspects of this package, for example, food production and preservation, home improvement, personal and environmental hygiene, family planning.

39. Several education programmes, both formal and non-formal, have been in operation in the countries of the region. Health and nutrition curricula are being incorporated in the formal school programmes at both primary/elementary and secondary levels. The programmes include physical education and environmental education as well.

e) National unity and international understanding and co-operation

40. There is growing awareness in the countries that the attainment of national unity and international understanding would lead to greater social cohesion. In this connexion, moral and civic education programmes have been incorporated in the school and out-of-school curricula of some countries.

41. There is also a need to promote international understanding and co-operation through cultural and other exchange programmes among various countries of the region. It is recommended that APEID should consider, within its own programme, strengthening this kind of activity.

Major problems and issues

42. Non-formal education, as it is conceived and implemented by various countries today, appears to indicate that the movement is faced with certain primary problems. These primary problems arise from certain ideological, conceptual and attitudinal causes, and lead to certain secondary problems that seem to inhibit its contribution to development.

What may be categorized as primary problems are:

i) Lack of understanding and appreciation of national development goals and objectives;

ii) Lack of understanding of the shortcomings of the formal system of education and over-appreciation of its value, resulting in over-dependence on it;

iii) Lack of proper conceptualization of non-formal education and of its contribution to development;

iv) People's attitude which tends to give little dignity to labour;

v) Cultural problems in some countries which make it difficult to provide either formal or non-formal education to women and girls.

43. Arising out of these causes, a number of secondary problems follow. Some of them are:

i) Lack of planning of any kind of a comprehensive programme of non-formal education leading to the introduction of ad hoc measures aimed at patching up gaps, the more important needs and problems tending to get overlooked and the thrusts coming in areas of relatively minor importance;

ii) The non-provision of sufficient funds relegating non-formal education to an area of minor concern, primarily arising from an erroneous concept that the programmes are for rejects, and that courses can be provided without causing strain on the educational budget;

iii) Not promoting real linkages between formal and non-formal education and paying only lip service to such concepts as recurrent education, multiple entry or equivalency programmes;

iv) The extrapolation and application in non-formal education of practices borrowed from the formal system in an attempt to 'systemize' non-formal education leading to inflexible structures in keeping with formal educational practices;

v) The non-utilization of opportunities that are there in the social milieu, but instead evolving procedures under the influence of the formal system which are difficult to sustain;

vi) Lack of co-ordination among various agencies;

vii) Problem of languages of communication, particularly among the illiterates.

44. In implementing programmes linking education and work, Commission II of the Fourth Regional Conference of Ministers of Education reported a consensus on the major constraints and pre requisites required for improved programming. These, ipso facto, would appear to apply to all forms and types of non-formal education programmes as well. These constraints and prerequisites refer to the (i) administrational, (ii) economic and financial, (iii) pedagogical, and (iv) socio-cultural spheres.

45. In the sphere of administration, mobilizing human resources to train the large numbers of unemployed out-of-school youth was an obvious example of the problem. The management problems of integrating public development services at the community level are not always easy, especially in rural areas. The problem of information and communication within the administration, e.g., between formal and non-formal education, between training institutions and the labour market, also prevails in many countries. Besides, many countries witness a competition for budget allocation between formal education and non-formal education. The co-ordination and division of labour among various working agencies, public or private, are yet to be resolved in many instances. Special efforts to organize and strengthen non-formal education sometimes lead to over-specialization and monopolization leading to isolation.

46. As for the economic and financial constraints, it has been noted that vocational education is costly and therefore not accessible on a large scale in the majority of the developing countries of the region. Another constraint is the employment policies of the public and private sectors of the economy. In other words, employment requirements are still mainly based on formal certification in which work experience through non-formal schemes and alternation of work and education do not as yet receive appropriate recognition.

47. In the pedagogical sphere, it is noticeable that there is a general tendency to apply practices borrowed from formal education in non-formal education, thus, institutionalizing and formalizing non-formal education. As a result, its dynamism and flexibility get impaired. In the teaching-learning situation, it is evident that a large proportion of the clientele in non-formal education are adults whose psychological and sociological make-up differs from those in the formal system. Yet, the methodologies used by many teachers/organizers of non-formal education still reflect the formal classroom practices. This affects to a significant degree the motivation of the learners, resulting in poor achievement and lack of mastery. It is encouraging to see that increased attention is being paid to the role of the teacher in non-formal education as facilitator of the learning situation.

48. In the socio-cultural sphere, the lack of motivation on the part of people to profit more from non-formal education is still a problem among the poorer classes. Besides, cultural and religious-taboos among various ethnic groups prevent many people from receiving the advantages of non-formal education planned for them, and further accessibility to educational services for people (particularly the ethnic minorities who live in isolation from the rest of society) in remote areas is still difficult in many countries.

Suggested possibilities for further development

49. In the rapidly evolving situation in the promotion of non-formal education, while confronted with problems and issues in development, every country in the region is faced with the challenge of improving and rendering more effective its non-formal education programmes. In this quest, perhaps, one might want to give consideration to the following possibilities:

A. General recommendations

i) Giving non-formal education a more prominent place in integrated development and maintaining the continuity of non-formal education programmes, wherever found necessary;

ii) Making it more action-oriented and relevant to the needs of the people and the society vis-a-vis the nation;

iii) Giving increased attention to allocating adequate funds for a well-conceived and well-planned non-formal education programme;

iv) Bringing about more effective co-ordination of work among the various inter-dependent working agencies;

B. Specific recommendations

i) Channelling greater inputs to the research and development aspects of non-formal education;

ii) More efficient administrative system for mobilization and utilization of human and material resources diverted to non-formal education;

iii) Promoting more joint ventures among countries who have common problems and needs, allowing for their socio-cultural dissimilarities/differences, if any;

iv) Incorporating into the non-formal education programmes civic and moral education, understanding of the cultures within one's own country, and international understanding and co-operation;

v) Applying appropriate methodology and educational technology to non-formal education;

vi) Setting up more non-formal education centres in the rural areas;

vii) Strengthening the training of non-formal education personnel;

viii) APEID to give support to the national authorities in conducting studies of non-formal education programmes for transfer and exchange of experiences.

Information development and dissemination

Background

50. Educational information and documentation service is basic for a sound education system, since it provides access to new ideas and comparative experiences. Unfortunately in many countries in this region, the role of educational information and documentation support as an integral part of the process of educational reforms and innovations is not yet well accepted. There are instances where planning is undertaken on an ad hoc basis, with little effort to draw upon

the resources that are documented. Libraries remain depositories of books and journals, with inadequate provision of personnel and funds to digest the wealth of information available in order to meet the demands of policy makers and technical personnel.

51. Within recent years, many educators have expressed great concern in the low priority given to educational information and documentation service. As a result, information development is one of major activities under the Asian Programme of Educational Innovation for Development (APEID).

52. The principal objective of the Asian Programme is to facilitate the sharing of experiences relating to educational innovation. Under APEID, opportunities are given for educators and scholars to meet and exchange their ideas and personal experiences. However, this face-to-face exchange can cover only a limited number of people, while the majority of the educational force still continue to rely on printed materials as their sole source of information. Consequently, the regional information development service has been concentrating on software materials and support to national efforts at disseminating information to the grass-roots level.

Recommended actions

53. The Group took note of the actions already undertaken in accordance with the recommendations made by the Fourth and Fifth Regional Consultation Meetings, and made the following suggestions:

i) The Member States should designate a centre or centres to provide educational information and documentation services within the APEID framework, under the overall guidance of the National Development Groups; and

ii) The Member States should be requested to carry out a study or studies on educational innovations for development. In this connexion, reference may be made to one such study prepared by the Republic of Korea.

Such a study may contain, among others, the following items:

a) Historical context - each innovation is viewed in the historical context of the educational development of a given country;

b) National development context - educational development which contains various innovative efforts is related to the national development efforts;

c) Inter-relatedness among innovative activities - to what extent an innovative project or activity is related to the others;

d) System change - to what extent changes intended by an innovation in one area or component give rise to problems in other areas or components;

e) Future orientation - which includes planned efforts as well as recent and current efforts to promote the desired innovations and the problems yet to be solved or foreseen, together with strategies intended to be used to overcome them;

iii) As and when such a study has been completed, it may be used in producing a series of books on educational innovation, by the countries. ACEID should then bring out a publications under the series "Literature on Educational Innovation in Asia and Oceania".

iv) The National Development Groups may be requested to prepare a brochure on their Associated Centres, giving a brief account of educational development goals and a description of each of the Centres.

v) In addition to the bibliographies and materials already available in English, the National Development Groups and the Associated Centres should consider preparing and producing in English the annotated bibliographies of publications and materials on educational innovation which are available only in the national/regional languages.

vi) Personnel training programmes should be further strengthened, both qualitatively and quantitatively. These personnel who have attended the APEID internship programme in documentation, on their return, should be encouraged, whenever possible, to act as key persons to train others in order to obtain a multiplier effect.

vii) Personnel who are involved in information services pertaining to APEID activities should be made more sensitive and aware of APEID information needs. Attention of the National Development Groups and Associated Centres should be directed towards involving such personnel in APEID activities.

viii) Publications related to APEID - supported activities produced by the Associated Centres and the National Development Groups may be mailed to ACEID for wider distribution among the APEID participating countries.

ix) A brochure of about 20 pages for public information about APEID should be prepared and produced for distribution among the Unesco Member States.

x) The APEID Directory and Calendar of Activities should be brought out by ACEID annually, and as early as possible, in each calendar year. It should include projected programmes of activities of the Associated Centres.

xi) Efforts should be made to explore and utilize other means of sharing information such as production of slides, films, or through study visits and workshops.

xii) ACEID should strengthen the links between APEID's information and documentation services and the activities of IBE, aiming at establishing a world-wide system for exchanging educational information as recommended by the Unesco General Conference at its twentieth session.

xiii) ACEID should seek, through Unesco Regional Office in Bangkok, the co-operation of IBE and the General Information Programme of Unesco, as and when necessary, for expanding APEID's training programme in and support to the information and documentation services of the National Development Groups and the Associated Centres.

xiv) Within the APEID framework, opportunities should be provided to press correspondents and other mass media personnel to undertake study visits in order to familiarize themselves with significant educational innovations, and their subsequent dissemination.

xv) Unesco should, under appropriate arrangements, undertake the preparation of publications relating to comparative studies in educational innovations and other educational studies of the region.

Report of Group B

Progress, problems and outcomes of attachment/internship programme

Introduction

54. The APEID attachment/internship was conceived as a mode of operation for building up technical and professional capabilities of staff of Associated Centres. It may be for varying periods for the purpose of either: (i) gaining specific experiences relevant to the country of the visitor; or (ii) serving as a resource person in the host country. It purports to promote the professional development of personnel through an exchange of experiences and on-the-spot study of innovative projects.

55. An attachee, who serves as resource person, provides needed expertise and training for a specific programme which the host centre is engaged in, or is going to undertake, and simultaneously learns from mutual consultations with the staff of the host centre. He may be requested to assess certain projects/activities with the end in view of providing cues for improvement.

56. An intern whose objective is to develop skills and obtain knowledge needed to make him more effective in implementing a project/programme, learns through actual participation in the projects and activities of the host centre.

57. The attachee/intern should work as a member of the team or project in the host centre. During the period of attachment, the attachee/intern, like other members of the team, is responsible to the head of the project or institution.

Progress and outcomes

58. The programme has been implemented only since August 1978. Even within this short period, 17 participants from 10 centres in 7 countries have benefitted from the programme. A total of 8 centres received these participants.

59. In an analysis based on responses received from the interns, their heads and the host centres, there are strong indications that the attachment is an effective mode of developing technical and professional skills of staff of the Associated Centres. This may be attributed to the variety of learning activities afforded to the intern and the potential of the programme for developing mutual understanding and goodwill between centres and countries involved through sharing of experiences. The interns were in agreement that their programmes were fruitful and useful, since they fostered free interchange of ideas and skills, and brought about deeper awareness and appreciation of the work being undertaken in other countries, especially in the field of innovation. Social as well as professional linkages were established between individuals and centres, and the skills and knowledge the interns acquired are now being put to good use.

60. From the reports of centres that sent interns, it was gathered that the programme has to an extent fulfilled the need for specific technical know-how which could either not be met locally or where additional insights were being looked for by a centre. The reports indicate that the programme has promise of being a much more effective mode of training personnel than the traditional mode which adopts a trainee-trainer relationship pattern.

61. The treatment by the host centre staff of interns as colleagues who are expected to participate in their normal everyday activities in connexion with projects relevant to their work brought about a feeling of belongingness which enhanced their capacity to optimally benefit from the programme.

62. The mutual benefits derived by the host and the participating centres suggest that the programme be expanded and improved to cover more centres and individuals.

Problems

63. Like any new programme, the attachment programme had its share of weaknesses and problems. The late submission to host centres of the curriculum vitae and statement of objectives, expectations, learning needs and interests of interns hampered an early formulation of programmes responsive to their needs. Also the lack of communication between the intern and the host centre before his arrival in the host country caused some anxiety on his part. Although flexibility was observed by host centres in the development of programmes to the extent that changes were continuously made to suit some of the intern's expressed concerns, the host centre heads felt that early receipt of information on the interns would increase their effectiveness in planning the programmes and save time and effort.

64. The lack of proper orientation on the programme of both the intern and the staff of host centre, and the lack of information about the host centre before the intern arrives in the host country, and about the culture of the people, have accounted for a few instances of a feeling of uneasiness and insecurity on the part of the intern. Since cross-cultural problems may affect an intern's capacity

to realize optimum benefits from his participation in the programme, the need for cultural orientation can never be over-emphasized.

65. Programme scheduling proved a little difficult for host centres that accommodated two or more interns, especially if their learning needs and interests varied. In some instances it caused disruption of the activities of host institutions with small staff. It was suggested that interns sent as a group be made up of individuals who share the same field of interest.

Guidelines

66. In view of the achievements made and problems faced in this connexion, the following guidelines are suggested for future programme implementation:

a) How an attachment is effected

67. Participation in the programme would be limited to the staff of the Associated Centres and staff nominated by the National Development Groups. A brochure on the APEID Attachment/Internship Programme containing the following information may be sent to the National Development Groups and the Associated Centres:

i) Objectives of the programme.

ii) Who may avail of the programme?

iii) How to avail of the programme?

iv) Responsibilities of:

a. ACEID
b. Participating Centre
c. Host Centre
d. Intern

v) Evaluation of the programme.

vi) Reports to be submited.

68. An Associated Centre interested in this programme should refer to the APEID publication "Directory and Calendar of Associated Centres", and "Associated Centres' Staff Training: Available Facilities and Assessed Needs" to determine which institution or centre would meet the specific learning needs of the personnel it plans to send for attachment (these publications should be updated every year). It would then write to ACEID recommending them for participation in the programme and send their curriculum vitae, a statement of their functions, learning needs and interests, and the nominees' expectations of the programme to provide bases for drawing up a relevant programme. Such documents should be sent well in advance, preferably six months before, so that the host centre is able to draw up a meaningful programme for them.

b) How attachment programmes are made responsive to learning needs and interests

69. ACEID would request the centre or institution chosen to host the interns to accommodate them and send a copy of their curriculum vitae and a statement of functions, expectations, learning needs and interests. If the proposed host institution accepts the interns, ACEID would request it to formulate an appropriate attachment programme. The host centre or institution would then formulate a programme for each intern and send it to the Associated Centre, and a copy to ACEID, with a request that suggestions be made for modifications to suit the learning needs and interests of the intern.

70. The programme with proposed modifications should be returned to the host centre direct by the nominated intern, and a copy should be endorsed to ACEID. However, modifications proposed should not involve additional expense on the part of ACEID. Even when the intern has been given an opportunity to suggest revisions on his programme before leaving his country, he should be encouraged to make modifications on it even after he arrives in the host country, and even while the programme is in operation.

71. At the end of each week of attachment, it is useful for whoever is assigned to monitor the intern's programme to get feedback from him to find out if there would be any need to modify his programme further.

c) Activities that may be provided in the programme

72. The following activities are given for consideration of the host centres to be included in the programme:

i) On-the-job activities for the development of specific skills, e.g. module preparation, curriculum analysis, task analysis, etc.;

ii) Knowledge sessions on specific topics relevant to interests and skills of the intern;

iii) Participation in the development, try-out and evaluation of instructional and related materials;

iv) Consultation and sharing of experiences with staff and specialists of the host centre and participation in seminars and demonstrations;

v) Participation in projects through visits to project sites, schools and related institutions and offices.

d) How a host centre can help improve the programme

73. A specific individual from the host centre may be designated to monitor the programme of each intern. Such person may be referred to as the intern's contact person (CP). The intern directs all his requests for adjustment in the programme, queries, etc. to the CP, who is responsible for the success of his

attachment programme. This individual should be identified as soon as the institution accepts the intern, and the intern may direct all queries about his programme to him. The head of the institution will hold this person responsible for arrangements in connexion with the attachment programme.

74. To ensure that the host centre staff will help the intern achieve his objectives and profit optimally from his attachment, it will be necessary for the centre head to orient his staff on the objectives and nature of the attachment programme and on the objectives of the intern.

75. Evaluation reports prepared by interns provide useful bases for improving the programme. The host centre head must make sure that before the intern leaves, he should provide a preliminary draft of his evaluation report, which he would be finally sending to ACEID after return to his work place. This feedback can be immediately used to improve performance in implementing the attachment programme as well as the project activities of the centre.

e) How the participating centre can help improve the programme

76. To ensure that the interns will benefit maximally from the attachment programme, the participating centre must choose individuals who have a working knowledge of English, have the potential to benefit from the programme and can transfer technology effectively so that their participation can mutually benefit their centre and the host centre.

77. It will be helpful for the participating centre head to orient the intern on the objectives of the attachment programme, on appropriate behaviour in a foreign country, and on how he can avail of information about the country to be visited to forestall cross-cultural and other types of problems which may affect the intern's capacity to realize optimum benefits from the programme.

f) How the intern can contribute to the programme

78. An intern would be attached to the host centre as its staff. The intern should thus gain desired experiences through participation in the on-going projects and programmes. In return he should also contribute to the work of the host centre in his specialized field through exchange of experiences, ideas and other modes of operation as would be applicable in each situation.

g) How accommodation problems are to be handled

79. As soon as ACEID informs the host centre about the travel schedule of an intern, the centre (specifically the CP) makes arrangements for his reception and accommodation. It will reduce the anxiety of the intern if a suitable accommodation is arranged for him before his arrival and instructions are sent to him by the host centre.

h) Duration of the programme

80. The duration of the attachment programme will normally be between four to six weeks depending on the objectives of the intern and the convenience of the host centre.

i) Number of interns

81. The composition of a group of interns and the number to be attached to a particular centre during a given period of time should be decided upon by direct consultation with the host centre.

j) Evaluation

82. In order to make an overall assessment of the effectiveness of the attachment programme, the following evaluation scheme is proposed. In attempting to do this, those who will participate in the evaluation should be urged to be frank and open in their assessment.

Evaluation by interns

83. Interns will complete their evaluation report at the end of the attachment programme, which will in particular provide a comprehensive write-up on the following items:

i) What are the experiences gained from the attachment programme? Has the programme fulfilled the original objectives and expectations?

ii) In what way do you intend to make use of the experiences gained from the attachment programme in your work?

iii) Which feature could be improved, and in what way, so that host centres could improve the organization of the attachment programme in the future years? Do you have any suggestions for ACEID so that it can service attachments better in future?

iv) What did you contribute to the work and understanding of the team/centre where you were attached?

v) Any comments and suggestions.

Evaluation by host centres

84. Heads of the host centres are expected to make an evaluation on the participation of an intern covering the following items:

i) A brief description of the programme of attachment drawn up by the host centre and the manner in which it was followed.

ii) What did the intern contribute to the work of your team/centre?

iii) What, in your opinion, may the following agencies do to improve the attachment programme:

a. ACEID;
b. National Development Group;
c. Centre where the intern comes from; and
d. Host centre?

iv) Any comments and suggestions.

Evaluation by participating centres

85. To determine whether the attachment programme has served the purpose for which an institution sent an intern to an Associated Centre, an evaluation report is requested from its head. The following, among others, which the centre head may wish to include, are suggested to be covered:

i) How did the interns from your centre judge the activity as a mode of acquiring skills, preferably in comparison with alternative modes of acquiring the same skills for which they were deputed?

ii) Could ACEID, the concerned National Development Groups, the host centre or your centre do something else, or do the things they did in a better way, to make the attachment programme more fruitful?

iii) Was the experience gained by the interns of the type and level as had been expected and desired by your centre?

iv) Are the interns using the skills and insights acquired by them in some of the existing projects or in the development of new ones; and if so, in which projects and how?

v) Any comments and suggestions.

General evaluation

86. ACEID should ensure that the final reports received from the interns are made available to the heads of the host centres. Similarly, the reports sent by the heads of the host centres on the work of the intern should be made available to the head of the centre who has deputed the intern to enable him to judge the gains made.

87. In addition, it is suggested that, on the basis of evaluation information obtained from the above three sources, ACEID should analyse and prepare a general evaluation report on the attachment programme for each year and circulate it among the National Development Groups.

88. It is further proposed that Member States report to the next Consultation Meeting on the effectiveness and impact of the attachment programme based on their experiences on the performance of persons who returned from previous attachments.

Scope, design and plan for the implementation of selected joint innovative projects

Introduction

89. The Fifth Regional Consultation Meeting on APEID had recommended joint innovative projects in view of the fact that a research component should be added to the developmental programme in the countries concerned. A joint innovative project should not only be based on crucial needs and problems of the participating countries, but should be action-oriented research so as to lead to the strengthening of the knowledge base of the country and improving its capability in general in tackling its problems.

90. Subsequently, in the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV) held in July-August 1978 in Colombo, it was recommended that in view of the importance of equality of access to education, a provision of a package of basic skills and knowledge will have to be made by the participating Member States, and Unesco should provide support to national studies to identify basic knowledge and skills and facilitate experiences and visits (Recommendation No. 8). The joint innovative projects contribute to the implementation of this particular recommendation.

91. The Group considered the priorities in the matter of joint innovative projects, and recognized that already one such project is under way in moral education initiated by the National Institute for Educational Research (NIER), Japan.

92. The Group emphasized the criteria for the selection of joint innovative projects as recommended by the Fifth Regional Consultation Meeting, and desired that the following points may be kept in view in organizing work under the new mode of operation:

i) The joint innovative projects are concerned with on-going innovations involving action in the countries concerned. The studies to be carried out in the projects should lead to further action in the countries concerned in improving their programmes of work;

ii) Inter-project visits and discussions with the project staff concerned are considered desirable to provide insights into the problems, approaches and practical operations of the projects in the particular countries;

iii) The joint innovative projects should not be viewed in isolation from other APEID activities and programmes;

iv) The results of the studies carried out as a part of these projects should be used in technical working groups and similar other activities of APEID;

v) Those topics which are already covered by other modalities of APEID's operations should not be considered for joint innovative projects.

93. The Group recommended a joint innovative project on meeting the educational needs of young people because most countries in the region are concerned with education of the socially and economically disadvantaged communities as noted by MINEDASO IV in their Recommendation No. 11. This Conference of Ministers of Education recognized that the right to education, and social and economic advancement through education, is a basic human right and recommended to Unesco to undertake research and study to assist the Member States in the planning and implementation of relevant programmes of education, both formal and non-formal, for socially and economically disadvantaged communities living in urban and rural environments.

94. Keeping in view the considerations mentioned above, the Group recommended the following three projects for implementation as joint innovative projects:

i) Study on integrating subject areas in primary education curriculum;

ii) Study on in-service primary teacher education; and

iii) Study on educational programmes for meeting the educational needs of young people without schooling or with incomplete schooling.

95. The plans of the three joint innovative projects proposed by the Group follow. The design proposed by the Group in these plans should be considered as tentative, to be modified suitably by the participating countries in their initial meetings on the joint innovative projects.

Project Plans

A. Study on integrating subject areas in the primary education curriculum

The problem

96. In most countries of the region, primary education has been receiving considerable attention since the Karachi Conference. While efforts are being made to provide schooling facilities for the entire school-going population in the countries concerned, it is being increasingly realized that mere linear expansion is not going to meet the targets of universal primary education. In many cases, the State bears the entire cost of schooling of the children at the first level of education, which has been declared free. In some cases, primary education has also been made compulsory in addition to its being free. However, it is not very easy to enforce this compulsion effectively. Many of the countries in the region have a very large segment of the population living in agricultural and rural areas. In such areas, there are seasonal fluctuations in the weather creating difficulties for the children as well as the teachers to attend school regularly. Considering the poverty of the region in some cases, the families which live on agriculture and farm their own lands, require their children to

work on the farms at harvest time and also during the time of sowing. The girls in many countries of the region are required to help in the home and the kitchen. It has also been pointed out that the curriculum in the primary schools is not very relevant for the needs of the community.

97. The traditional approach for pursuing the languages, arts and sciences right from the primary school upwards has been questioned. As a result, there has been a movement in the direction of integrating subject areas in the curriculum so as to make education more meaningful, functional and related to the life around the child. Hence, many of the countries in the region are trying to change the curriculum and are particularly concerned with developing environmental education, which requires an integration of various subjects. The scope of this project should include all these considerations of curricular change in relation to the national objectives of education and development. It will have to be considered also how these special areas can be integrated; what subjects should be considered and at what stage; how this integration is likely to affect the methods of teaching; what are the implications for the production of instructional materials and teacher education; what kind of evaluation should be developed.

Objectives

98. The objective of this project is to study how, in the various countries, subject areas are being integrated in primary education curriculum in order to provide a knowledge base for the participating countries, thereby increasing their competence in integrating subject areas in primary education curricula. It would also involve an evaluation of the effectiveness of integrating subject areas, vis-a-vis other curricular approaches, and the development of suitable instruments and procedures for this exercise. In attempting to do this, consideration should be given to apply systems analysis approach wherever this would be applicable.

Design and plan

99. The design and plan of the project should cover the following:

i) Aims and objectives of the project;

ii) Targets to be achieved;

iii) Time schedule including phasing of the project, indicating for each phase the objective, the time schedule and specific target for that phase;

iv) As this is a joint innovative project, the design will have to include for each country a status study;

v) On the basis of the status study, it will be necessary to have a group meeting to develop a concrete plan of operation, which will be suitable

for all countries participating in this project. The plan of operation will specify the critical path from the base line data analysis in the status study to the end point as specified in the aims and objectives and targets to be achieved. The critical path may not be the same in each country. A variability of approach may be considered desirable in such project, because we do not have sufficient evidence today to say definitively that there is only one such critical path which leads to desirable changes in education.

vi) Actual development of curriculum tried out in each country and the materials developed should be exchanged.

vii) The curriculum has to be tried out in the countries concerned, and each country will devise its own system of introducing the curriculum in the schools, but will keep complete information on the various significant factors concerned in any curricular change. These factors may be decided in the joint meeting proposed earlier so that there is some parity as well as comparability of the data between the countries. These will be the process data collected systematically according to a plan of time sampling over the entire period of the project.

viii) A periodic meeting, perhaps, at the end of a year will be required to exchange views and experiences about the progress of the project. If it is necessary, the strategy of introduction of the new curriculum may have to be changed as a result of such meeting, and there should be no hesitation in changing the strategy, if it is necessary. It is not a pure research project. It is a joint innovative project aimed at producing some results stipulated in the objectives and targets.

ix) Lastly, the operational plan should include a systematic collection and analysis of the end point data, which will indicate that the stipulated aims and objectives have been achieved. In other words, evaluation should be built into the project plan.

100. It is proposed that a project visit to Sri Lanka may be undertaken prior to the formulation of the detailed project design.

101. The design of the project will have to include identification of key persons, teacher educators, teachers, administrators, community leaders and pupils. It will also require an arrangement for their orientation and training wherever necessary. For instance, the administrators and teacher educators will have to be oriented to the idea of integrating subject areas in primary school curriculum. Teachers will have to be trained to be able to teach properly and evaluate. The community will have to be prepared to accept this innovation, as it is a departure from the conventional notion of bookish education.

102. The operation of the plan will, therefore, require for each country some training activities, some developmental activities, some extension activities as well as research and evaluation activities. Operationally it will be necessary to

identify a project team who will be responsible for this entire plan after it has been discussed and approved by the countries concerned. The Associated Centres of APEID will have to provide the necessary facilities.

Expected outcome

103. Knowledge base for developing alternative approaches to curriculum development.

Duration: Two years to cover at least two school years.

Venue for initial planning meeting: Republic of Korea

Participation: India, Indonesia, Japan, Malaysia, Nepal, Pakistan, Papua New Guinea, Rep. of Korea, Socialist Rep. of Vietnam, Thailand and RECSAM

B. Study on in-service primary teacher education

The problem

104. The countries in the region have expanded primary education facilities very rapidly. This has created a number of problems in the matter of effectiveness of instruction in the classrooms. While, on the one hand, there had already been a fairly large number of elementary school teachers in the system prior to the rapid expansion, in recent times in most countries, an equally large number has come into the system, as a result of the rapid expansion. Whereas the older teachers have been mainly used to the teaching of three Rs and also teaching of subjects depending heavily on textbooks, the curriculum in the primary schools in many countries has been undergoing a change in the direction of integrating the subject areas, environmental education, linking with life in the community, and so on. Instead of subject emphasis and rote learning, the countries have been shifting in the direction of emphasizing teaching-learning processes and encouraging the development of curiosity, interest and activity on the part of learner as against passive listening to lectures in the classroom or memorizing number tables. All these changes in the formal school education at the primary stage are being brought about in order to increase the relevance of education to the community, which is largely agricultural and rural in most countries of the region.

105. The location of the primary schools in many countries of the region is such that inspection and supervision are not very easy. The geography of the country as well as the transport and communication facilities pose problems for the inspectors. The quality of education, therefore, has not received the kind of attention it deserves, and most countries are searching for alternative ways of improving the competence of teachers. It is in this context that the in-service education of primary school teachers becomes important.

106. The in-service education programmes are of various kinds. Some require institutional location, where the teachers have to stay for some period of time and are exposed to lectures, demonstrations, etc. The question of methodology of such in-service education is receiving the attention of many countries, and the joint innovative project should consider this as one of the main aims to improve the methodology of such institutionalized in-service primary teacher education.

107. An alternative way of in-service education is to develop resource centres, where the teachers could come on their own accord, over week-ends and during vacations, and utilize the resources of library, audio-visual aids and such other resources which may be available. The problem is to organize such work effectively. There are also problems of the kinds of resources which should be made available, their replacement, use, evaluation, and such other matters which all need attention and should be covered by the project.

108. A third type is learning at a distance through correspondence and other methods using media like cassettes, slides, tape-recorders, TV and radio. Not many countries have developed these facilities as well as methodology, although it is quite clear that for large countries in the region, where teachers are not easily accessible and are scattered all over, methods of distance learning will need much greater attention.

109. The fourth area of work, which is opening up in the matter of teacher education, is the possibility of the community and the teacher being integrated in development activities, through which the teacher will acquire new competencies, in terms of knowledge, skills and attitudes, necessary for linking education with work and economic activity. This is arising out of the changing emphasis in the curriculum and making it oriented towards productivity. At the primary stage, because of the importance of the rural society, it will not be necessary for the teachers to go to industries and other training institutes concerned with the development of specific productive skills. In traditional societies of most countries in the region, it will be more important to try to integrate the teacher with the community through development activity as a part of the in-service teacher education programme. This will not require resources of the kind mentioned in the other approaches by way of books, journals, cassettes, correspondence lessons, etc. The scope of the joint innovative project should also include this.

110. It is important to consider the development of in-service teacher education as a decentralized activity. This is, because, like the education of the pupils, teacher education should also be related directly to the needs of the community, and communities in many countries of the region are diverse in nature.

Objectives

111. To improve the in-service teacher education for primary school teachers in the participating countries.

Design and plan

112. The design and plan of the project would involve the following:

i) It is necessary first to undertake a study to establish the status of in-service primary teacher education in the country. Relevant data regarding how it is organized, where, languages used, resources utilized and so on, will have to be collected. The study should include the aspects of motivation of teachers as weli as the co-ordination of pre-service and in-service educati.n programmes.

ii) An evaluation of the in-service primary teacher education in a country will have to be made by the country itself from the point of view of its quality and effectiveness.

iii) On the basis of the evaluation, a programme of improvement will have to be prepared, indicating what needs to be done, by whom, etc.

iv) Periodic data on the progress will have to be collected by the country, based on the common set of indicators of progress decided upon jointly by the countries participating in the project.

v) At the end of a stipulated period, an evaluation of the effectiveness and quality will have to be made by the country and compared with the status at the beginning of the project. It is, thus, a before-and-after design.

113. In the plan of operation, it will be necessary to undertake analytical and critical studies of the curriculum and the organization of in-service primary teacher education in the country. There should be a meeting of the countries concerned to share these experiences and discuss the strategies of improvement. In discussing the strategies, it may be necessary to allow for commonalities as well as differences between countries. It should be of interest to develop a set of indicators of progress in the field of primary in-service teacher education acceptable to the participating countries. These countries will then follow their own strategies, collecting periodic data of progress, and, through correspondence, keeping track of each other's progress. At the end, another meeting should take place, where the countries should get together with their evaluation data. The purpose will be to look back to their experiences in the attempt to improve teacher education and formulate views about what works and what does not work.

Expected outcome

114. As a result of this project, it should be possible to develop an improved in-service teacher education for primary school teachers. A country which has participated in this project should, on the basis of the evaluation of its on-going programme, be able to modify its own in-service training programme, if this becomes necessary.

Duration: Two years

Venue for initial planning meeting: Philippines

Participation: Bangladesh, India, Indonesia, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Rep. of Korea, Thailand.

C. Study of educational programmes for meeting the educational needs of young people without schooling or with incomplete schooling

Scope

115. The MINEDASO IV recommended (Recommendation No. 11) that in view of the concern expressed by the Member States for the education of the socially and economically disadvantaged communities, living in both urban and rural environments, Unesco should assist the Member States in the planning and implementation of formal and non-formal programmes of education for such communities by developing a knowledge base and a research component to their programmes of action. In this project, therefore, the Group recommended that the scope of the project should cover the young people in the age group 6-21 years, and that all varieties of programmes should be studied. The project should aim at assisting not only those countries which have initiated action in this regard, but also those which have not yet taken any initiative in this matter. It will be necessary for the latter to undertake a preliminary survey with regard to the various areas, some of which are distant and far-flung, to identify the various groups of disadvantaged communities living in such areas and their specific needs in the matter of education. For those countries which have already made some progress in developing suitable programmes for meeting the educational needs of the young people without schooling or with incomplete schooling, it will be necessary to take a stock of the situation, particularly with regard to the gaps in the existing arrangements.

Objectives

116. The objective of the project is to increase the awareness of the countries in the region regarding the urgency of meeting the educational needs of young people with incomplete education or with no education at all. The project should also aim at identifying the growth points and gaps in the existing efforts in the countries of the region. As this is a research activity, the objective should be to develop a knowledge base in the countries concerned as well as instruments and procedures for designing new and improving existing programmes.

Design and plan

117. A preliminary survey will be made by the participating countries to find out which are the areas in the rural and urban environments of the countries which are already covered by programmes of education to meet the educational needs of young people as well as the areas which are not so covered. A study will have to be made of the nature, contents and modes of operation of such programmes. Where programmes have not been started, studies will have to be undertaken to

develop such programmes, and materials, instruments and procedures will have to be devised.

118. A meeting of the countries participating in this project should take place in the beginning to develop a common frame of reference and instruments and procedures for conducting the surveys and other studies.

119. There should be inter-country visits so that there can be on-the-spot sharing of experiences and clarification of ideas, concepts, methodologies, etc., and an appreciation of the differences and similarities of the various approaches of the countries.

120. An in-depth study and evaluation of the programmes will have to be undertaken by each participating country to develop its knowledge base which will be strengthened further through joint meetings and sharing of experiences. Evaluation instruments as well as procedures may have to be developed in a joint meeting, making use of the existing resources, expertise and experiences in the countries concerned.

Expected outcomes

121. The following are to be the expected outcomes of the study:

i) Increased awareness of more systematic, speedy and economic efforts in meeting the educational needs, and knowledge base for developing alternative approaches to curriculum development;

ii) Knowledge of the progress made by the countries of the region in providing for education to these groups; and

iii) Knowledge base and a set of instruments and procedures which have been found useful in the countries of the region.

Duration: Two years

Venue for initial planning meeting: Thailand

Participation: Bangladesh, India, Malaysia, Nepal, Pakistan, Papua New Guinea, Rep. of Korea, Thailand, INNOTECH

PART IV

APEID ACTIVITIES FOR

1980-1981

APEID ACTIVITIES FOR 1980-1981

A. Recommendations of the Fourth Regional Conference of Ministers of Education and those responsible for Economic Planning in Asia and Oceania, relevant to APEID

1. The Fourth Regional Conference (MINEDASO IV) met at Colombo (Sri Lanka) at the invitation of Unesco from 24 July to 1 August 1978. Attended by high-level delegations of twenty-two Member States of Asia and Oceania, the Conference addressed itself to assessing "the development of education in Asia, with particular reference to the reforms of education undertaken in Member States for the purpose of linking education to social, economic and cultural development". In the deliberations of the Conference, particular attention was given to rural development and social transformation, the democratization of education and the interlinking of education and productive work. In the light of the study of the emerging trends, the Conference then discussed the major issues of educational policies for the 1980s. The conclusions of the Conference were embodied in its Final Report. A set of 34 Recommendations were addressed by it for action to the Member States in the region and to the concerned international organizations, notably Unesco.

2. The Final Report and Recommendations of MINEDASO IV were presented for study to the Sixth Regional Consultation Meeting on APEID so that the design, scope and emphasis of APEID activities planned for the current programming cycle might be examined afresh in the light of the priorities identified by MINEDASO IV. Moreover, certain specific Recommendations of MINEDASO IV would need to be implemented in APEID while the implementation of some others would have direct implications for APEID activities.

3. In considering MINEDASO's analysis of educational trends in Asia and Oceania and the delineation of the major issues of educational policies for the 1980s, it was observed that the deliberations of MINEDASO IV are entirely supportive of the objectives and thrusts of APEID as exemplified in the five development themes round which APEID programme activities are woven. There is, however, one facet which is not reflected in APEID with the same degree of explicitness and emphasis as it is in MINEDASO IV deliberations: educational renewal in relation to cultural development. It was suggested that this aspect might be considered for inclusion in appropriate form in APEID activities, particularly those relating to moral education.

MINEDASO IV on APEID

4. The Sixth Regional Consultation Meeting on APEID noted with profound satisfaction the approval and support given to APEID by the Ministers' Conference

in its Recommendation No. 30. In pursuance of this Recommendation, the General Conference of Unesco at its twentieth session increased the allocation to APEID from the regular programme budget. The Consultation Meeting hopes that as urged by the Ministers' Conference, the Member States in Asia and Oceania which have not yet joined APEID would do so, and those already participating would endeavour to enhance their participation and wherever possible make voluntary contributions in support of APEID.

Regional consultation and APEID planning and programming

5. Recommendation No. 27 of MINEDASO IV has a direct bearing on the programming and consultation procedures of APEID. According to this Recommendation, a Standing Advisory Committee is to be established to facilitate systematic and regular consultations among the Member States, with a view to reinforcing regional co-operation, and following up the recommendations of the Regional Conference of Ministers. The Standing Advisory Committee will be meeting once every two years, and the first meeting is scheduled to take place in 1980 at which APEID will also be considered. APEID Seventh Consultation Meeting should therefore be held in 1981. However, considering the programming timetable of Unesco's 21 C/5, of the Standing Advisory Committee and of the preparatory work needed for the third programme cycle (of UNDP), the Consultation Meeting strongly recommended that a Planning and Programming Study Group be established with immediate effect to develop preparatory studies and reflection on the scope and design of APEID's future programmes including the preparatory work for the Standing Advisory Committee.

Regional co-operation in higher education

6. In the discussions on Agenda items 4 and 5, a number of participants urged that APEID should extend its work to higher education in which significant innovations are taking place in the member countries in the region in order to link higher education to development. It was noted that in pursuance of Recommendation 26 of MINEDASO IV, Unesco proposes to convene a Study Group during the current year to study and suggest appropriate forms and mechanisms for regional co-operation to stimulate and facilitate innovations in higher education. ACEID should be closely associated with the Study Group in order to make APEID experiences available to the Study Group.

Exchange programmes and mechanisms

7. A number of Recommendations of MINEDASO IV related to other regional programmes involving technical co-operation among the countries. The participants took note of these Recommendations while suggesting modifications in APEID programme for the future. In the course of review of APEID activities during 1978, some suggestions were made which, in the light of these Recommendations of MINEDASO IV, would probably be undertaken by other exchange programmes.

- Recommendation No. 23 deals with the promotion of planning and management, and envisages the strengthening of the planning and management unit of the Unesco Regional Office.

- Recommendation No. 33 relates to the setting up of a centre to advise developing countries on the choice of appropriate educational technologies; and the study of the possibilities of utilizing surplus of highly qualified persons in the region in science teaching, medical care and engineering within the region.

Non-formal education with focus on community and rural development and universalization of education

8. Another set of Recommendations relates to non-formal education and alternative structures with complementary roles for formal and non-formal education, with emphasis on community participation, community development, and universalization of education. The three main Recommendations are:

- Recommendation No. 7 invites attention to the growing problem of illiteracy and recommends the engagement and active participation of all levels of society, particularly the families (and the neighbours) among the illiterates and the need for relating the programmes to vital social, economic and cultural concerns of the participants and their communities, emphases on decentralized administrative structures, effective mobilization of resources and relevance of curricula and methods, and sharing the lessons of the experience between countries.

- Recommendation No. 8 contains a four-step strategy: (i) adoption of a package of basic skills and knowledge for development of learning skills, social awareness and functional competence; (ii) preparation of area and target specific programmes for extending basic knowledge to those who are denied educational opportunities; (iii) making the formal system open and flexible enough to serve the first generation learners and those returning to the formal system; and (iv) development of a complementary non-formal education system for providing basic skills and knowledge for out-of-school population.

- Recommendation No. 34 calls for initiating or continuing measures for establishing workable ways of linking formal and non-formal education and trying out various approaches to facilitate entry and re-entry to various forms of organized learning.

9. There are supplementary Recommendations on the same subject emphasizing participation of girls in education, literacy classes and vocational training (No. 9); strengthening national capabilities for designing and developing educational opportunities for nomadic and tribal population and seeking international assistance for supporting the efforts of Afghanistan, Nepal, Bangladesh and Papua New Guinea (No. 10); undertaking studies in planning and implementing programmes for socially and economically disadvantaged communities, both in urban and rural

environments (No. 11); designing programmes for the involvement of the community with educational efforts and listing the human and other resources which can be drawn upon (No. 13); and involving voluntary organizations and workers' associations in the task of adult education (No. 29).

10. In APEID, non-formal education has emerged as a major area of innovation, linked to several development goals like integrated rural development and universalization of education. In all other APEID areas of innovation, non-formal modes of education are taken into account. Community participation and community leadership are two emphases which permeate in all APEID activities. More specific types of Recommendations such as linking of formal and non-formal education, were studied in depth by a Technical Working Group Meeting in 1978. During 1979, case studies are being commissioned, focusing on linkages between formal and non-formal education. As for the involvement of community and utilization of human and material resources which have been recommended to be drawn upon, this emphasis has already been built into APEID's work plan and has been the subject of numerous activities under curriculum development, development of instructional materials, science education and management and administration of educational innovations. Guidelines for study of projects to be visited or analysed in future APEID activities would be amended so that these cover all the elements listed in the aforesaid MINEDASO Recommendations.

11. As for Recommendation No. 8 bearing on the development of packages for different population groups, some work has been going on in the region. In future activities under curriculum development, educational technology and science education, the study of these experiences would be included in the design. In addition, ACEID would compile inventories of such experiences for dissemination of information and also promote exchange of materials. The initiative taken by APEID countries in opening up their formal system to suit the needs of first generation learners and those returning to the formal system would also be disseminated in the form of inventories and their study would be included in several activities to be undertaken between 1979-1981 in the areas of educational technology and non-formal and alternative structures in education.

12. Some of the experiences for programmes of nomadic and tribal population have been inventoried by ACEID, and more such experiences would be compiled and disseminated in future. The attachment programmes during 1979-1981 would be so organized as to give special preference to the least developed countries, particularly in respect of educational programmes for nomadic, tribal and other extremely deprived sections of the population including girls. An APEID meeting during 1979 would be devoted to survey the needs of and programmes for socially and economically disadvantaged communities and to design a joint innovative project on the basis of a preliminary design developed by a Special Task Force Meeting and endorsed by this Meeting.

Development of productive skills

13. Another set of Recommendations relates to the role of productive work, work experience, socially useful activities in education.

- Recommendation No. 14 underlines the need for continuous efforts to promote work-oriented education as an integral part of school curricula; to support reform measures as regards pre-service and in-service training of teachers and examination systems; and acceleration and development of vocational, technical and agricultural education. It envisages undertaking action-oriented studies on the role of productive work, work experience and socially useful activities; alternative strategies in making educational contents, structures and methods relevant to development needs; and as a matter of priority, exchanging experiences regarding various forms of linking education and work and providing opportunities for inter-country exchange of curricula and specialists through the existing machinery for regional co-operation. Related to the above concerns are Recommendations emphasizing the use of flexible mechanisms (No. 15) and the importance of pedagogical aspects of such programmes (No. 16).

14. In 1978, two activities on the development of productive skills, one on designing such programmes and the other on analysis of on-going national efforts for linking work and learning for both in-school and out-of-school population were undertaken. These were followed by a Planning Group Meeting where the experiences on study visits were reviewed. Plans for national and regional workshops for study and synthesis of such experiences were also formulated. At this planning meeting, the participants started with the examination of the relevant observations and recommendations of MINEDASO IV. The outcomes of the national and regional workshops planned for 1979 would yield considerable documentation and sharable experiences which would be widely disseminated.

15. As for the Recommendations concerning education of teachers and suitable changes in examination systems, it is proposed to make these a subject of special consideration in the following activities:

i) High-level teacher educators project study and seminar - May 1979;

ii) Regional seminar for preparing guidelines for developing innovative examination tools, methodologies and procedures - October 1979.

16. As for accelerated promotion and development of vocational, technical and agricultural education, this would be the subject of several activities scheduled for 1979-1981.

Efficiency in education and development of new types of evaluation

17. Some Recommendations deal with changed conception of efficiency as an objective of innovation, and with evaluation and research as the basis for innovation and renewal.

- Recommendation No. 12 invites attention to the growing awareness that the role of education is to be found in the specific socio-economic, cultural, and political conditions, and should, at the same time, contribute to their progressive improvement; and to the need for a broad interpretation of the concept of efficiency in education, one which takes into consideration the wide range of education's functions in the modern world and its importance for development.

- Regarding evaluation, Recommendation No. 24 urges the desirability of of an early setting up of an adequate standing machinery by the countries for evaluating their education systems and of promoting the dissemination among the countries of information concerning evaluation methods and techniques that have proved effective. In this connexion, the observations made in the report of Commission II of MINEDASO IV under the heading 'Research and Evaluation' in paras 44, 45 and 46 are particularly pertinent. These emphasize that there should be effective interlinking of educational reforms with the demands of socio-economic and cultural developments, and that educational research should be oriented towards major issues encountered in educational reforms, not only at the design stage, but also during implementation. As for evaluation, it is suggested that it should not be confined to monitoring of quantitative achievements and budgetary inputs but be concerned also with more qualitative assessment of reform outcomes and be sensitive to the social and cultural repercussions of educational reforms and renewal.

18. The substance of these Recommendations should be included in the design of all the technical working group and study group meetings to be conducted during 1979-1981. In addition, a major effort should be made to bring out a special batch of inventory of initiatives of the Member States in line with these Recommendations in respect of efficiency of education and the qualitative dimension of evaluation. These concepts should also be reflected in the design of joint innovative projects so that necessary knowledge base is created.

Moral education

19. Another set of Recommendations, specifically Nos. 1, 2, 3, 19 and 20 invite attention to the needed action for promoting peace, mutual respect, understanding and co-operation among nations; and to moral, cultural and ethical aspects of education.

20. These Recommendations are specially relevant to one of the themes of the second cycle of APEID. So far, within the APEID context, two activities have been organized by NIER on moral education, and it would become the subject of a joint innovative project from 1979.

B. Comments and recommendations relating to APEID activities scheduled for 1980-1981

21. In discussing Agenda items 4, 5 and 6, the Meeting made a number of recommendations and comments (reported earlier in Parts II and III of this Report) which are related directly to the scope and design of the activities scheduled for 1980-1981. The study of the Recommendations of MINEDASO IV (reported earlier in this part of the report) has suggested confirmation of as well as changes in several activities. The following comments and suggestions which emerged from the Meeting's discussion on Agenda item 7 are additional to those reported in the earlier parts of the Report.

i) The emphasis in all activities in the area of non-formal and alternative structures in education for 1980 should focus on learner's felt needs, community participation and proper methodologies for non-formal programmes, within the over-all context of national educational and development policies.

ii) A small study group of experts may be established during 1981, or if possible even earlier, to synthesize experiences of the Member States in bringing about qualitative changes in non-formal education programme.

iii) Personnel exchange programmes have proved effective in developing a corps of persons who can act as catalysts for change. Such high-level personnel exchange programmes at the policy-making level should be further strengthened in future years under APEID's various areas of innovation. The members of the NDGs should also be provided opportunities to have exchanges of experiences under such programmes.

iv) Inter-project/inter-country study visits have been found to be very useful and have already made considerable impact in the Member States. More of such visits should be provided in various APEID areas of innovation.

v) As the process of development involves the participation of different governmental agencies, more people drawn from development agencies outside the education system should be invited to participate in the various activities proposed under APEID, particularly at the national level.

vi) Suitable measures may be taken with the co-operation of other international agencies such as ILO, FAO and WHO for building national capacities of the Member States in forecasting skill requirement of organized and un-organized sectors of the economy, and of their translation into specific educational and training programmes.

vii) Activities should be undertaken for building national capacities in techniques of project formulation and monitoring of educational programmes for timely attention to bottlenecks and difficulties.

viii) A study should be undertaken in 1980 or 1981 on human responses to educational innovation, the social and cultural repercussion of educational innovation, how educational innovation becomes absorbed in an on-going education system of a country and the factors which facilitate or inhibit this process.

ix) The production and distribution of textbooks was identified as a major concern in a number of participating countries. The Meeting noted that in 1981, under the area of educational technology, provision has been made to organize a technical working group meeting on textbook production and distribution. In view of the importance of the topic, ACEID should explore the possibility of advancing this activity to 1980. Considering that the exchange of experiences in this area would require the association of more centres specializing in textbook production and distribution, the National Development Groups should be requested to examine the possibility of offering more such centres during 1979.

x) In the area of educational technology, the present concentration of APEID activities on low cost technologies and materials including the use of the environment, games, toys, and local resources, should be continued during the rest of the second cycle period.

xi) Activities should be organized for exchange of experiences in continuing education of principals and supervisors for their effective participation in the design, implementation and evaluation of educational innovation. This should receive special emphasis during the third cycle. The possibility of undertaking a joint innovative project focusing on this should also be explored.

xii) While continuing the emphasis on the training and retraining of the staff for the early school level, in the third cycle the in-service training of secondary school teachers and even college teachers should receive attention.

xiii) The integration of innovations in curriculum development and teacher education, both pre-service and in-service education, has to be stressed. Equally important is the motivation of teachers and teacher educators to support innovation. These should receive special attention in the activities scheduled under the relevant areas.

xiv) One of the concerns in the area of science education should be the sharing of experiences on integrating science and technology education and the development of productive skills.

xv) The vocational and technical education programme activities should be broadened to include also non-diploma programmes for preparing supporting staff in agriculture, health care and technical fields.

xvi) Vocationalization of secondary education should receive attention, particularly during the third cycle, either by introducing it as a distinct part of the area of vocational and technical education, or as a separate area of innovation.

xvii) In view of the growing trends towards urbanization in Asia and Oceania, underlined by population projections which indicate that up to thirty per cent of Asia's population will be urbanized by the late 1980s, it is suggested that increasing attention should be devoted to this development as it impinges upon the provision of education in the region.

Participation in APEID activities scheduled for 1980

22. The activities under APEID for 1980 will be organized under the following areas of innovation:

i) Non-formal and alternative structures in education

ii) Administration and management of educational innovation

iii) Curriculum development

iv) Educational technology

v) Education of teachers, teacher educators and other educational personnel

vi) Science (including mathematics) and technology education

vii) Vocational and technical education

23. In addition, there will be inter-area activities to be undertaken as joint innovative projects, senior visitorship programme, attachment/internship programme, and information and materials development activities.

24. Additional activities will be sponsored by the member countries within the framework of APEID.

25. Noting that the indication of interest would not constitute any commitment on the part of their respective governments, the participants expressed their interest in participating in and hosting of activities scheduled for 1980. This is indicated in the table appearing on the pages which follow.

Participation interest in 1980 activities by country

Activity	AFG	AUL	BGD	IND	INS	JPN	ROK	MAL	NEP	PAK	PHI	PNG	SRL	THA	SVN	RECSAM	INNOTECH
Non-formal and Alternative Structures in Education																	
Sub-regional Training Workshop on Non-formal Education	X			X		X		X	X	X		X					X
Mobile Training Team for In-country Workshop	X	X H		X						X		X					X
Inter-country/Inter-project Study Visits	X		X	X	X			X	X	X	H	X		X			X
High-level Personnel Project Study and Seminar on Alternative Structures in Education	X			X	X		X	X	X	X	X		X	X			
Administration and Management of Educational Innovation																	
Inter-country, Inter-project Study Visits followed by Preparatory Group Meeting (first series)	X	X H	X	X	X		X	X	X	X	X	X		X	X		
National Workshops (first series)	X		X	X				X	X	X		X		X			
Sub-regional Training Workshops (first series)			X	X				X	X	X	X	X		X			

AFG - Afghanistan
AUL - Australia
BGD - Bangladesh
IND - India
INS - Indonesia
JPN - Japan
ROK - Republic of Korea
MAL - Malaysia
NEP - Nepal
PAK - Pakistan
PHI - Philippines
PNG - Papua New Guinea
SRL - Republic of Sri Lanka
THA - Thailand
SVN - Socialist Republic of Viet-Nam
RECSAM - SEAMEO Regional Centre for Education in Science and Mathematics
INNOTECH - SEAMEO Regional Centre for Educational Innovation and Technology

Note: India and Indonesia will be happy to provide hosting facilities for any activity

X - participation

H - hosting

Participation interest in 1980 activities by country (cont'd)

Activity	AFG	AUL	BGD	IND	INS	JPN	ROK	MAL	NEP	PAK	PHI	PNG	SRL	THA	SVN	RECSAM	INNOTECH
Curriculum Development																	
Regional Study Group for developing symposia of country experiences					X	X	H	X	X	X	X	X	X	X	X	X	
Technical Working Group Meeting on Curriculum Development	X			X	X		X	X	X	X	H		X	H		X	X
High-level Personnel Project Study and Seminar	X			X	X	X	X	X	X	H	X	X	X	X			
Mobile Training Team in Curriculum Development	X						X					X					
Educational Technology																	
Advanced-level Workshop on Educational Technology			X	X	X	X	X	X	X			X	X	X	X		X
Mobile Team in Educational Technology				X		X	X			X	X		X				
Second Sub-regional Workshop on the Development of Educational Low-cost Materials and Follow-up National Activities	X		H	X			X	X				X	X	X			X
First Sub-regional Workshop on Educational Broadcasting	X		X	X	X	X	X	X	H	X	X	X	X	X			
Second Asian Seminar on Educational Technology	X	X	X	X	X	H	X	X	X	X		X	X	X	X	X	X
Educational of Teachers, Teacher Educators and other Educational Personnel																	
Study Group on Teaching Methodologies with reference to Problems of Teaching Multiple Classes and Disadvantaged Groups	X	X		X	X		X	X	X	X	X	X	X				
Technical Working Group on Evaluation of Innovative Programmes in Teacher Education for Development	X				X		X	X	X	X	X	X	X	H			

Participation interest in 1980 activities by country (cont'd)

Activity	AFG	AUL	BGD	IND	INS	JPN	ROK	MAL	NEP	PAK	PHI	PNG	SRL	THA	SVN	RECSAM	INNOTECH
Technical Working Group on the Preparation of Key Personnel in supervisory positions responsible for the improvement of teaching/ learning processes	X		H	X	X	X	X	X	H	X	X	X	X	X		X	
Finalizing meeting for the proposed joint innovative project on In-service Primary Teacher Education	X		X	X			X	X	X	X	X	X		X		X	
Science (including Mathematics) and Technology Education																	
Preparatory Group Meeting/National Workshops/ Sub-regional Workshops (second series)			X				X	H		X		X			X	H	
Study Group Meeting for Synthesis of available experiences and guidelines for future action	X			X			X	H	X	X	H	X				H	
National Workshops for development of instructional materials	X		X				X		X	X		X					
National Workshops for development of integrated science and technology courses relevant to vocational courses			X	X						X	X					X	
Vocational and Technical Education																	
Technical Working Group Meeting for Vocational (agricultural, commercial and home economics) Subjects	X		X	X	X	X	X	X	X	X	X	X	X			X	
Mobile Training Team for In-country Workshop on Specific Country Needs	X			X		X	X		X		X	X					
High-level Project Study Seminar	X	X		H	X	X	X			X	X	X				X	

Participation interest in 1980 activities by country (cont'd)

Activity	AFG	AUL	BGD	IND	INS	JPN	ROK	M&L	NEP	PAK	PHI	PNG	SRL	THA	SVN	RECSAM	INNOTECH
Inter-area planning and programming of APEID																	
Joint innovative projects:																	
1. Integrating subject areas in the primary education curriculum				X	X	X	X	X	X	X		X		X	X	X	
2. In-service primary teacher education			X	X	X		X	X	X	X	X	X		X			
3. Moral education				X	X	X	X	X	X			X		X			
4. Meeting the educational needs of young people without schooling or with incomplete schooling			X	X			X	X	X	X		X		X			X
NIER-ACEID joint activities	All APEID member countries will be invited.																

ANNEXES

ANNEX I

AGENDA

1. Inaugural session
2. Election of Officers of the Meeting
3. Consideration of the Provisional Schedule of Work
4. Review of APEID
5. i) Presentation of country reports on new developments and trends in education.
   ii) Review of the second-cycle plan of APEID in the light of the recommendations of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV)
6. Group discussions on:
   i) Experiences in relating non-formal education to development themes in the second-cycle plan of APEID
   ii) Development and dissemination of information
   iii) Progress, problems and outcomes of attachment/internship programme
   iv) Scope, design and plan for the implementation of selected joint innovative projects
7. Review of the schedule of activities planned for 1979, and consideration of country-wise participation in the activities for 1980
8. Consideration and adoption of the draft report
9. Closing of the Meeting

ANNEX II

INAUGURAL ADDRESSES

Statement by Mr. Raja Roy Singh, Director
Unesco Regional Office for Education in Asia and Oceania

Your Excellency, Governor of Karnataka,
Your Excellency, Education Secretary to Government of India,
Distinguished Participants,
Ladies and Gentlemen,

On behalf of Unesco, I have the great pleasure and honour of welcoming the participants from Asia and Oceania to the Sixth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, and to thank their Governments for making it possible for them to attend this Meeting.

We are most grateful to the Government of India for acting as host to this Meeting. Our special thanks are due to Mr. Sabanayagam, Education Secretary to Government of India and Chairman of the National Development Group, for his generous support to the Meeting and for his felicitous thought to have this Meeting in the beautiful City of Bangalore when it is in the full tide of flowers in bloom. I am sure that I am speaking on behalf of all the participants in expressing our deep appreciation and thanks to the Government of India and to the Government of Karnataka for the generous hospitality extended to us, and for the thoughtful way in which all necessary facilities have been provided to the Meeting. I may recall the close association and active support which the Government of India have given to the Asian Programme since its very inception. It has linked as Associated Centres five leading institutions of research and development, and has participated in all programme activities of APEID, contributing to them both substantively and financially.

On behalf of Unesco, it is my privilege to welcome Your Excellency and to express to you how deeply we appreciate that despite the many heavy calls on your time by affairs of State, you have graced the inaugural session by your presence. We are grateful to you, Sir, and wish to thank you and through you the Government and the people of the State of Karnataka.

Since the APEID Consultation Meeting was held last in Bangkok in 1978, one more Member State has joined it. On behalf of Unesco, I would like to greet the participants of Papua New Guinea. The membership of Papua New Guinea will

be a source of strength to the Asian Programme, and I have no doubt that Papua New Guinea will also find its involvement in the Programme equally beneficial.

Since the Asian Programme of Educational Innovation for Development became operational in 1975, it has grown and expanded. Beginning with 12 centres in 1975, the Programme today has 67 centres already associated, and 18 more in process. Eighteen countries including two of Oceania, are involved in the Programme.

A special feature of the Programme is that it is jointly designed, executed, supervised and evaluated by the participating Member States through institutions which function as Associated Centres, and National Development Groups within the countries, and operate at the regional level as the Regional Consultation Meetings. Furthermore, the Programme represents a partnership which brings together, in the cause of promoting education related to development, the participating countries of the region, developed and developing, and different international organizations concerned with development.

Over a period of time, within APEID have been evolved a significant set of modes of operation which are based on the principle of reciprocity and mutual learning through the sharing of experiences and insights, and contributing to it for building up national capacities for development. In this manner every national centre or project becomes also a regional centre or project. Every one has something to give and to receive.

The United Nations Development Programme (UNDP) has supported and participated in this Programme as a partner from the earliest moment of its inception, not only in terms of financial contribution, but also substantive support to it as an example of the new dimensions of technical co-operation, namely, Technical Co-operation among Developing Countries. I would like to avail myself of the opportunity to acknowledge its association with deep appreciation, and welcome its distinguished representative to the Meeting.

The experience of this Programme is being extended to other regions by Unesco, and networks are being established in other developing regions for which APEID serves as a model. APEID is now a component of this growing world-wide network. I welcome my colleagues from Unesco Headquarters in Paris whose participation will particularly help our Meeting with flow of information from other parts of the world in which programmes similar to APEID are now taking shape.

The second cycle of APEID started in the beginning of 1978. The work plan for the second cycle was formulated after a self-assessment of the potential of regional co-operation through four teams comprising the Chairmen of the National Development Groups, followed by consultations and programme development exercises at the regional level. The second-cycle plan of APEID marks an all-round advance in planning and organization.

This Meeting provides an opportunity to its distinguished participants to undertake an in-depth review of 1978's programme in terms of their expectations, and to formulate guidelines for improving further the performance of APEID in the years to come.

The moment has arrived for me to request Your Excellency, on behalf of all participants and on behalf of my Organization, to inaugurate the Sixth Regional Consultation Meeting on APEID and to address it.

Inaugural address by H.E. Mr. Govind Narain
Governor of Karnataka

Sri P. Sabanayagam, Secretary, Ministry of Education and Social Welfare and Department of Culture, Government of India and Secretary General, Indian National Commission for Co-operation with Unesco,
Mr. Raja Roy Singh, Director, Unesco Regional Office for Education in Asia and Oceania,
Distinguished delegates to the Conference, Ladies and Gentlemen,

I have great pleasure in inaugurating the Sixth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, organized jointly by the Unesco Regional Office, Bangkok, and the Ministry of Education, Government of India. May I say at the outset how happy I am over the choice of this, our pleasant City of Bangalore, as the venue of this Conference? I extend my cordial welcome to the distinguished delegates to the Conference from the various other Asian and Oceania countries who will be with us here for about a week. I very much hope that after the Conference they will be able to see some parts of our State and carry pleasant memories of this premier City of Karnataka.

The Asian Programme of Educational Innovation for Development is itself an effective organizational innovation which fills a long felt need for collaboration in promoting educational innovation for the development of individuals and societies in Asia. It is necessary for an organizational system to be open, flexible and innovative to keep itself fully relevant to the requirements of societies that are undergoing rapid change. The system of education in most of the countries of this region still smacks of their colonial past. It was geared to fulfil certain requirements that are no longer relevant. The necessity has long been recognized for a thorough overhaul of this system and for the evolution of a truly national educational system appropriate to our present needs. All our countries of this region are actively engaged in the process of socio-economic development, and we would like this process to be optimally expedited so as to fulfil the rising expectations of our long-deprived peoples. Such a desirable acceleration can be achieved only through nation-wide popular involvement and participation in the process. This calls for proper motivation and training in the required skills for our rising generation. It is not possible for the old stereotyped system of education to prepare a whole people

to meet the challenges posed by developmental needs. The recasting of the system in such a way as to make it a powerful change agent is an imperative necessity. It is through education that we can provide for vertical mobility for large sections of our population who are socially and economically backward. The challenges of democratic polity demand an enlightened citizenry, which is not only well informed of the current developments, but which is also ever vigilant about its civil rights and liberties. It is our endeavour to create a free, just and egalitarian society and we need to involve our people in the required social and economic change. We have colossal man-power resources which it is necessary to utilize adequately for accelerating the development process. We have to tap fully the hidden capabilities of our huge populations. Education needs a strong bias towards productive and useful work. Such a functional reorientation will not only make the system of education fully relevant to the contemporary needs and requirements, but will also help to release the tremendous energy of our peoples for maximizing production. A healthy attitude to work and an attitude of self-reliance are essential to national development. It is therefore desirable, that our system of education promotes an appropriate hierarchy of values suited to promote national development.

Most of our countries suffer from a low rate of literacy. The most pressing task to-day is to promote universal literacy so as to put within the hands of every individual the basic tools required for the acquisition of adequate knowledge. We have in this country been vigorously pursuing a programme of compulsory and free primary education. It is hoped that we will cover 90 per cent of our children under this programme by 1982-83. We have embarked at the same time on a massive national adult education programme as an integral part of a revised minimum needs programme. It is essential to promote such quantitative growth apart from effecting a wide range of qualitative improvements. We have to reach out in particular to the disadvantaged sections of our society who can shake off the shackles of social and economic exploitation only through education. Such an extension of the education process to meet the needs of an entire population, requires innovations which are structural. Formal education is under tremendous strain. While partial relief is possible through the discouragement of the unmotivated at higher levels of the education ladder, expansion on a massive scale at lower levels consistent with the maintenance of quality has to be central to our policy. This would need however, supplementation due to the sheer magnitude of the problem and this can come through non-formal education. Non-formal educational institutions would help greatly not only in bringing the hard core of the unenrolled child population into schooling, but also in retrieving the drop-outs and providing opportunities for the illiterate adult population. It is necessary that we appreciate the functional characteristics of rural society in particular and make institutional arrangements that will suit its life style. Most of our countries have adopted non-formal education with provision, whenever required, for multiple entry into the formal system. What is needed therefore is, that we make a success of this approach and extend it widely as complementary to the formal system. We have also to ensure that functional literacy, environmental awareness and community education are also incorporated effectively into the non-formal or open system

so that education, particularly in rural areas, is closely dovetailed into integrated rural development programme.

Coming to qualitative improvements, every effort should be made to strengthen the attraction and holding power of our formal institutions. Audio-visual aids and other modern scientific innovations like programmed instruction should be commissioned to facilitate the learning process. I feel that an almost Copernican revolution is yet to come about in the Asian systems of education, making for a fundamental shift from a pre-occupation with the techniques of teaching to a profound concern with the process of learning. It is only when we begin to look at education from the other end of the telescope, through the learner's eyes, that we will be able to understand the real and wide-ranging needs and requirements among children from different social strata and among children of different I.Q's. The preparation of suitable learning materials and equipment to meet the special requirements of different categories of children is all important. We have already tried to do this in ungraded schools at the primary level. A dynamic concept of education includes curricular reform in the direction of maximum relevance and in the provision of effective work experience. Such a broad and comprehensive approach will facilitate the achievement not only of quality in the standards of education, but also of equality in the coverage and spread of education.

I would like to stress the importance of work experience at primary levels, and vocationalization of secondary education. Mahatma Gandhi, the father of our Nation, gave us the concept of basic education decades ago, and our great poet Ravindranath Tagore made striking experiments at Shantiniketan. The system advocated was truly indigenous, national and work-oriented. Without each individual acquiring some type of productive skill, we would at the same time have large-scale unemployment on our hands and our development programmes would also be delayed. We have to maximise the development of our human capital resources and education is the most vital investment to this end. The system of education should be such that every citizen can take an active part and make a significant contribution to the country's social and economic development.

It has been well said that education is the great human endeavour to build a finer type of human being, and through him a more gracious social order. It is our most pressing responsibility to remove poverty and destitution and to upgrade the quality of life of our people. Innovative approaches are essential to making education mass-oriented and fully relevant and functional in the modern context. The present Conference is, I understand, reviewing the success of several steps in this direction taken so far and discussing fresh measures for the future. It is most helpful that we are pooling together the experiences of the various countries in the region so that innovations evolved in one country can successfully be adopted or adapted in another, especially as our social, economic and cultural situation is essentially homogeneous. Effective transfer of innovative technology is greatly facilitated by mutual exchanges of ideas and experiences among the members of the Asian family. I am confident that the current Conference will significantly

further the evolution and the adoption of innovations on a wide front, transforming our old stereotyped systems into fully relevant and functional ones.

I inaugurate with the greatest pleasure the Sixth Regional Conference of the Asian Programme of Educational Innovation for Development and wish its deliberations all success.

Vote of thanks by Mr. P. Sabanayagam
Union Education Secretary and Secretary-General
of Indian National Commission for Co-operation with Unesco

Your Excellency, Governor of Karnataka,
Your Excellency, Director of Unesco Regional Office for
Education in Asia and Oceania, Bangkok,
Distinguished participants and Observers,
Ladies and Gentlemen,

On behalf of the Government of India and myself, I extend a warm welcome to all the participants and observers to this meeting. This gathering indeed is a very distinguished one, comprising Chairmen of the National Development Groups, Heads of Associated Centres, outstanding educators and scholars and distinguished representatives of international and inter-governmental organizations.

We deem it a great privilege to have all of you here to deliberate on the future of the Asian Programme of Educational Innovation for Development. I have no doubt that the deliberations of this meeting will be an important milestone in the development of APEID. Since its inception in 1973, the Asian Programme of Educational Innovation for Development has come to symbolize the aspirations of the countries in the region to link their educational processes with their developmental goals. The Programme, by its very concept of close involvement and participation of the member countries, has assumed considerable significance and importance. By providing opportunities and support to the member countries to share their experiences and aspirations, the Programme has truly assumed a regional character. Mr. Raja Roy Singh and his colleagues deserve our thanks for the sustained efforts they are making to guide this Programme on the lines most suited and relevant to the needs of the member countries. We are also duly thankful to the UNDP authorities for supporting this Programme. There are still perhaps deficiencies to be made good, aspects to be emphasized, and new areas to be explored with a view to strengthening the Programme and makeing it more effective. This meeting would really help us to spell out some of these issues and define our goals and programmes with greater clarity and precision. We, in India, attach great importance to this Programme, as we would not only benefit by our participation in it, but also be of service to others. Although this is the sixth meeting, it is a memorable occasion for us because this is the first time that this Regional Consultation Meeting is being held in India. We are grateful

to the Director-General of Unesco who is well known for his abiding interest in this Programme, Mr. Raja Roy Singh, Director, Unesco Regional Office for Education in Asia and Oceania, Bangkok, his colleagues and the member countries of the region for giving us this opportunity to host this meeting. The Director and his colleagues have given us their fullest guidance and co-operation for the organization of this meeting.

Your Excellency, on behalf of the Government of India and all the delegates and myself, I would like to take this opportunity of expressing our special gratitude to you for agreeing to be with us this morning, despite heavy calls on your time, and to give us words of advice in regard to the programmes of APEID. Your presence here is a source of great inspiration to us.

We would like to acknowledge with gratitude the help and co-operation extended by the Karnataka Government for making arrangements for this meeting. Shri Narsimha Rao, Chief Secretary to the Government of Karnataka, has honoured us with his presence here, and we are grateful. The Indian Tourist Development Corporation and the management of Ashoka Hotel, Bangalore, have been kind enough to provide all the necessary facilities for organizing this meeting. I would also like to make a particular mention of the untiring efforts put in by Shri S.R. Rao, Field Adviser, NCERT, stationed in Bangalore, and his colleagues who have been entrusted with the work relating to the organization of this meeting. I am also grateful to the Press for covering this programme. I thank the distinguished invitees to this meeting for their gracious presence here.

Before I conclude, may I wish my fellow delegates and observers to this meeting a pleasant stay in Bangalore. I do hope you will take time amidst your arduous labours to look around this beautiful city. We have arranged for your local visits and a trip to Mysore. These visits may give you an opportunity to see our people and more of our country. May I express the hope that this Consultation Meeting will take APEID forward in a significant manner, and that you will all carry home pleasant memories of your stay with us.

ANNEX III

LIST OF PARTICIPANTS

A. Participants

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D. UNESCO

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ANNEX IV

GROUP MEMBERS

Group A: Experiences in relating non-formal education to development themes in the second-cycle plan of APEID; development and dissemination of information

Chairmen	:	Dato Haji Murad bin Mohamed Noor (Malaysia)
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Rapporteur	:	Dr. Vichai Tunsiri (Thailand)
Members	:	Mr. Khair Mohammad Saad (Afghanistan)
		Dr. Juma Gul Bandawal (Afghanistan)
		Dr. Alan Thomas Davies (Australia)
		Dr. A.K.M. Obaidullah (Bangladesh)
		Prof. M.V. Mathur (India)
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		Mr. Pham Trong Dat (Soc. Rep. of Viet Nam)
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Group B: Progress, problems and outcomes of attachments/internships programme; scope, design and plan for the implementation of selected joint innovative projects

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